DOCUMENT RESUME

ED 304 516 AA 001 187

Resources in Education (RIE). Volume 24, Number 8.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printin Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 304 531 CE 052 035

Strengthening the Linkages: Education and Economic Development.
Florida Education & Industry Coalition, Tallahassee.
PUB DATE- Nov 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; Educational Attitudes; Educational Improvement; Educational Needs; Educational Planning; Education Work Relationship; *Employer Attitudes; Futures (of Society); *Job Training; Linking Agents; Postsecondary Education; *School Business Relationship; Secondary Education; *Statewide Planning; Technological Advancement
IDENTIFIERS- *Florida

This report describes the ways in which the business and education communities in Florida can work together (and with the government) to develop productive linkages in education and economic development and to plan for industry's training needs. The report is based on meetings, surveys, and interviews conducted by the Florida Education and Industry Coalition. It is divided into four chapters. Chapter 1 discusses the coalition's view that future living standards for all Florida citizens depend directly on sustained economic development, which, in turn, will increasingly require well-educated and highly skilled workers. It also describes, briefly, several of the state's major demographic, economic, and competitive challenges that make education improvements imperative. Chapter 2 profiles several positive initiatives and outlines the process by which the coalition prepared the report. Chapter 3 describes what the coalition believes should be the objectives of Florida's education and training system in meeting the needs of business. Chapter 4 makes a series of specific recommendations for improvements in the key areas of communication, planning, coordination, the special needs of high-technology industries, and marketing. The survey form and interview questions are appended. (KC)

DOCUMENT RESUME

ED 304 545 CE 052 061

Hollenbeck, Kevin
An Examination of the Delivery of Postsecondary Occupational Education to Disadvantaged Populations.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 32p.; For related documents, see ED 299 431-432 and CE 052 062.
CONTRACT- V051A80002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Delivery Systems; *Disabilities; *Educationally Disadvantaged; Educational Needs; Enrollment; *Low Achievement; Postsecondary Education; Program Effectiveness; *Student Attitudes; Student Personnel Services; Two Year Colleges; *Vocational Education

Analysis of data from a broad national survey of postsecondary occupational education institutions was used to determine: (1) the demographic and educational characteristics of two at-risk groups--individuals with limited educational achievement and individuals with physical handicaps; (2) the educational programs in which these two groups are currently engaged; and (3) the support mechanisms that institutions offer the groups. Self-reported data were used to identify the two groups. The analysis found that members of the low educational achievement and handicapped populations differ from the average postsecondary student in a number of ways, but in terms of their current educational pursuits, the differences are minimal. Students in the disadvantaged groups are older, disproportionately male, and from lower income families. Similarly, major differences in high school background exist; the disadvantaged groups had lower grades, were more likely to have pursued the general curriculum, and put in less effort into extracurricular activities and homework. Nevertheless, these persons' current grades are only slightly lower than average; they are not any more likely than the average student to have taken developmental education classes; and they have similar attitudes and effort toward their current programs. Finally, the study found that on average, postsecondary institutions are serving disadvantaged populations fairly well, but they need to provide more training for their teachers in working with disadvantaged populations. (KC)

DOCUMENT RESUME

ED 304 559   CE 052 087

Freedman, Stephen; And Others
New Jersey. The Demonstration of State Work/Welfare Initiatives. Final Report on the Grant Diversion Project.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; New Jersey State Dept. of Human Services, Trenton.
PUB DATE- Nov 88
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Programs; Federal Programs; Mothers; One Parent Family; *On the Job Training; Postsecondary Education; Program Effectiveness; *State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- New Jersey; *Wage Subsidies; *Work Incentive Demonstration Program

A study analyzed the implementation, impact, and cost-effectiveness of an on-the-job training (OJT) program for recipients of Aid to Families with Dependent Children (AFDC) in New Jersey, operated as part of the state's Work Incentive (WIN) Demonstration system. Enrollees in the program, mostly female single heads of household, were placed with employers for six months of training, with half their wages paid by the state for the trial period. They were to be hired after the six months if they worked satisfactorily. New Jersey used a process known as welfare grant diversion to finance the wage subsidies. An experimental group and a group of similar women who did not participate in the program were compared. The study found that approximately 200 people were placed in jobs, with slightly more than half completing the subsidy period. All but one of those completing the subsidized period were retained as unsubsidized employees. The OJT program led to substantial employment gains in the first two quarters after random assignment; the gains then declined sharply. The OJT program completers earned 22 percent higher wages than average for the control group. The OJT group spent fewer months on AFDC and received $265 less in welfare payments in the first year after the experiment. The study concluded that the program could be expected to pay for itself

within about two and one-half years, with savings thereafter, and it benefitted those enrolled in it. (KC)

DOCUMENT RESUME

ED 304 573 CE 052 106

Kirk, Albert S., Ed.
Safety & Health. Resource Guide for Occupational/Technology Education.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 88
NOTE- 244p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accident Prevention; Administrator Responsibility; Design Requirements; Disabilities; *Educational Facilities Planning; Guidelines; Hand Tools; Hazardous Materials; Injuries; Instructional Materials; *Laboratory Safety; Legal Responsibility; Machine Tools; *Safety Education; Safety Equipment; *School Safety; Secondary Education; Student Responsibility; Teacher Responsibility; *Vocational Education

This guide is intended to alert occupational/technology teachers, teacher educators, school administrators, and industrial education supervisors to the need and importance of a strong and active safety program. Responsibilities are detailed for all individuals involved. Teacher liability is addressed. A section on emergency procedures covers reporting and analysis and provides a guide for first aid treatment of selected injuries that could occur in any industrial arts laboratory. Safety instructions are listed for handicapped students and elementary occupational/technology programs. Safety information follows for use of industrial materials, chemicals and hazardous waste, personal protective equipment, hand tool safety, and general laboratory safety. The next section provides 48 machine safety sheets. Each machine safety sheet provides a list of student safety tips and an evaluation form. Machine safety is divided into three instructional areas: manufacturing and construction, graphic communication, and energy and transportation. Safety sheets are also provided for portable power tool safety for 12 tools. Guidelines follow for safety in special attention areas. Other sections address facility planning and machine guarding. Technical reference material, a

self-evaluation checklist, and a selected bibliography conclude the guide. (YLB)

DOCUMENT RESUME

ED 304 588 CE 052 132

Mills, Steven; And Others
Welcome to Lotus 1-2-3 Advanced. Learning Activity Packets.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
NOTE- 121p.; For a related document, see CE 052 131.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. B0-3024).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Computer Software; *Learning Activities; Lesson Plans; Microcomputers; Postsecondary Education; Secondary Education; Units of Study
IDENTIFIERS- *Lotus 1 2 3; *Spreadsheets

This learning activity packet (LAP) contains five self-paced study lessons that allow students to study advanced concepts of Lotus 1-2-3 at their own pace. The lessons used in the LAP are organized in the following way: lesson name, lesson number, objectives, completion standard, performance standard, required materials, unit test, and exercises. Most lessons are presented in a "read and do" format. The lessons have been prepared for use with IBM Personal Computers. The five lessons cover the following topics: advanced worksheet and range command skills; advanced copy and move command skills; advanced file and print command skills; table lookup and special functions; and keyboard macros. The packet also contains unit tests with answer keys and answer keys for the lesson exercises. (KC)

DOCUMENT RESUME

ED 304 602 CG 021 475

Cooney, Teresa M.
Coresidence with Adult Children: A Comparision of Divorced and Widowed Women.
North Carolina Univ., Chapel Hill. Carolina Population Center.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 21 Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
GRANT- 5T32HD07168
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; Age Differences; Comparative Analysis; *Divorce; Middle Aged Adults; *Mothers; *Older Adults; Parent Child Relationship; *Place of Residence; Social Support Groups; *Widowed

This study examined basic differences in the prevalence of coresidence with adult children for middle-aged and older divorcees and widows. Data were obtained from the June 1985 Marital and Fertility History Supplement to the Current Population Survey. Subjects consisted of 11,484 married, 3,854 widowed, and 1,994 divorced women with adult children. The results revealed that for middle-aged women (those under age 60), there were only slight differences between marital status groups; approximately one-half of the women in each group coresided with an adult child. For older women (aged 60 and older), widows were more likely than married women to be residing with an adult child. Widows and divorcees did not differ substantially in the likelihood of coresidence with adult children; slightly more than 25% of the women in each group resided with an adult child. Further analyses revealed that age, recency of marital disruption, and type of marital disruption all played a role in the women's patterns of coresidence with adult children. Cases of coresidence involving daughters rather than sons were more likely among divorced than widowed women in both age groups. Divorced women were more likely than widows to share a residence in which they were not the household head. The results suggest that when the type of marital disruption occurs "off-time" (widowhood in middle age, divorce in old age), women are especially likely to depend on adult offspring for support through coresidence. (NB)

DOCUMENT RESUME

ED 304 616 CG 021 489

North Carolina Initial Certification Program: Student Services Personnel (School Counselors, School Psychologists, School Social Workers) Two Year Pilot Program 1987-88--1988-89. Draft.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Sep 87

NOTE- 58p.; For the 1985 study, see ED 261 988.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Certification; Counselor Certification; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Personnel Evaluation; *Pupil Personnel Services; *Pupil Personnel Workers; School Counselors; School Psychologists; School Social Workers; State Standards

IDENTIFIERS- *North Carolina

This document describes the beginning of the North Carolina certification program for student services personnel. The goal of student services as helping to maximize effective learning is described. The manner in which school counseling, school psychology, and school social work fit into this conceptual framework is discussed. The initial certification program components of formal orientation, support system, portfolio, collaborative arrangements, professional development plan, and certification and employment decisions are described. Guidelines for student services personnel are presented in the categories of initial certificate requirements; criteria and procedures for development and approval of comprehensive plans for initially certified personnel; and criteria and procedures to be met by candidates for conversion of an initial certificate to a continuing certificate. A diagram of the certification process is provided. The appendices list job descriptions, functions, competencies, and sample evidence for school counselors, school psychologists, and school social workers. Also included are a discussion of the professional development plans and a sample recommendation form. (ABL)

DOCUMENT RESUME

ED 304 632 CG 021 506

Gysbers, Norman
Career Development: The Contemporary Scene and the Future. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Development; Developmental Stages; Elementary Secondary Education; *Futures (of Society); *History
IDENTIFIERS- ERIC Digests

This digest examines the meanings of career development which have evolved since the 1950s; discusses the diversity of programs, tools and techniques in career development today; and explores future trends in the field. It discusses expanding populations and settings for career development, examines career development in the schools and with adults, and concludes that career development is a life-span phenomenon. (NB)

DOCUMENT RESUME

ED 304 647 CG 021 522

Currie, John R.
Enriching Adult-Child Affect in the Stepfamily Environment.
PUB DATE- 89
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Family Relationship; Intervention; *Parent Child Relationship; *Parent Education; *Stepfamily

This program was designed to strengthen relationships between stepparents and their stepchildren who were elementary school students. The goals of the program were three-fold. The first goal was to improve the affective relationship between the stepparent and the stepchild. Second, improvement of the children's achievement and behavior was expected. Third, improved parenting skills were to be developed through interaction, lecture, and structured practice activities. Initial data indicated a strong relationship between stepchildren and school discipline and emotional problems. Sufficient response to a letter soliciting interest in a program designed to strengthen stepfamily relationships was obtained and a stepparenting component was added to the parent education program. The program covered increasing the stepparent's knowledge of the research on stepfamily dynamics, affection building activities, child development, and disciplinary techniques. Stepparents (N=9) who participated in the program showed gains in the knowledge of stepparenting relationships, gains in affectionate interaction with their stepchildren, and improved disciplinary skills. The participants found the interaction with other stepparents to be among the most helpful benefits. Improvement in the children's responses at school was not significant, but it is believed that the time was too short to note improvement (stepparents participated over a 7-week period). A longitudinal study and a longer time frame are recommended. (ABL)

DOCUMENT RESUME

ED 304 661 CS 009 546

Ediger, Marlow
Evaluating the Reading Curriculum.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Evaluation; Elementary Education; Evaluation Methods; Program Effectiveness; *Reading Programs; Student Evaluation
IDENTIFIERS- *Program Objectives

Teachers and supervisors need to provide quality experiences in reading for each learner. School systems can appraise the effectiveness of their present reading curricula in a variety of ways. The following issues are involved in evaluating the reading curriculum: (1) objective selection; (2) objective sequencing; and (3) appraisal procedures to ascertain reading progress. Each program objective should be thoroughly assessed. Proper sequencing of objectives is also important. Learning opportunities should be designed to provide diverse experiences in reading through a multi-media approach. Students' achievement in reading can be appraised in several ways. Evaluation procedures can be developed cooperatively with teachers and students, or generated by the reading teacher. (MM)

DOCUMENT RESUME

ED 304 676 CS 009 561

Davis, Sara N.
A Dialectical Approach to Reader Response.
PUB DATE- Aug 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Dialogs (Language); *Reader Response; *Reader Text Relationship; *Reading Comprehension; *Reading Processes; Reading Research; Text Structure
IDENTIFIERS- Aesthetic Reading; Dialogic Communication; *Interruption Method (Reading); Text Factors

Reading is best understood as a dialectic process where the influence of reader and text are constantly merging to create a jointly produced and evolving understanding. What occurs as the reader and text come together during reading is similar in form to a dialogue, a model for the reader-text relationship that has not been explored in the reader response literature. Establishing an empirical basis for the study of the reader-text relationship requires an ability to isolate the nature of the relationship as it exists at any one moment and then develops over time. The interruption method offers this ability by presenting the ideas, feelings, and associations of the reader for immediate analysis. This method consists of dividing the text into 12 sections and then recording the reader's responses to each section on audiotape. The result is an assortment of actual data that allows for an analysis of the reader-text relationship over multiple parts of the reading. This kind of analysis will show that the reader-text relationship is a mutually dependent one composed of the interactive influence of both reader and text and the creation at each moment of a singular synthesis of meaning. (MS)

DOCUMENT RESUME

ED 304 691 CS 211 682

Beach, Richard; Christensen, Mark
Discourse Conventions in Academic Response Journals.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Instructional Effectiveness; *Journal Writing; Learning Strategies; Student Attitudes; *Student Journals; Writing Instruction; Writing Research
IDENTIFIERS- Academic Discourse; *Discourse Modes; *Writing Contexts; Writing Style

Investigating the relationship between learning and academic journal writing, a study examined features of journal entries and students' characteristics. Subjects, students enrolled in an introductory linguistics course for English, English education, and elementary education, were asked to keep a journal during the course. To determine students' perceptions of the nature of the journal, students rated what they perceived to be a "good journal" as opposed to a "good essay," using a set of semantic differential scales. During the course, students handed in three representative entries. At this point in the study, only the first entries were rated by three judges for: (1) development of ideas; (2) application to material; (3) course-specific and non-course-specific content; (4) adoption of metacognitive stance; (5) formal/informal qualities; (6) objective/affective expression; (7) depth of elaboration; (8) degree of predetermination; (9) degree of externally static/internally constructed knowledge; and (10) rater's negative/positive reactions. Results indicated that the degree of informality was negatively related to the degree of elaboration or exploration of knowledge, and the raters' positive/negative ratings were most highly related to degree of elaboration and knowledge exploration. Students conceived of journal writing as significantly more informal, private, unstructured and conversational than their conceptions of a "good paper," indicating that students' perceptions of form influenced their writing. (Two figures, four tables of data, a sample journal entry, and a list of description categories and rating scales are appended.) (MM)

DOCUMENT RESUME

ED 304 707 CS 211 740

Danish, Barbara
Writing as a Second Language. A Workbook for Writing and Teaching Writing.
Teachers and Writers Collaborative, New York, N.Y.

SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
REPORT NO.- ISBN-0-915924-10-2
PUB DATE- 81
NOTE- 178p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($13.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Teacher Effectiveness; *Teacher Role; Teaching Methods; *Writing Exercises; Writing Instruction; *Writing Skills
IDENTIFIERS- Free Writing; *Writing as a Second Language; Writing Assignments; Writing Attitudes; Writing Development

Divided into four sections, this workbook offers assistance to teachers in preparing writing lessons and then in presenting these lessons in their own classrooms. Part 1, "The Writing Lessons," consists of 22 prewriting preparation and instruction lessons followed by 10-minute writing exercises covering various aspects of freewriting, brainstorming, focusing the subject, verbs, cliche, comparison, extending images, abstract writing, descriptive writing, and fantasy. Part 2, "Into the Classroom," discusses the teacher's role in the classroom. Part 3, "The Teaching Lessons," presents 13 lessons and numerous variations that adapt skills and processes from the workbook sections. Finally, Part 4 provides the reader with a personal narrative about a teacher's experiences teaching writing. (RAE)

DOCUMENT RESUME

ED 304 722 CS 506 553

Danby, Mark; Upitis, Rena
Ownership in School Theatre. PEN 70.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acting; *Dramatics; Elementary Secondary Education; Foreign Countries; *Ownership; *Production Techniques; Student Participation; Teacher Student Relationship
IDENTIFIERS- Australia; *Childrens Theater

In school theater, if children feel that they and not the teachers have created the characters, or have influenced or created the script, songs, sets, and dance--in other words, if they "own" what they act--they act better and enjoy it more. When children do not have ownership, they go through the motions, stand where they are told, say what they are told, and usually dread the experience. When children have ownership, their acting becomes secondary to the main reason for the whole exercise, which is to help them build relationships and to cope more effectively with all the situations life is presenting them. In a school, two musicals ("Mary Poppins" and "Oz") were presented using the notion of ownership. Children were closely involved in every stage of the production; the teachers served as dispensable coaches and facilitators. The children became so deeply involved in the production that many wondered what the teachers would be doing during the performance. Teachers and students shared the responsibility for the productions, for even when the children do own the story, they still need some help in the telling. When children own a production and teachers have genuine roles to play, the process and the production will be fulfilling personally and professionally for both teachers and children. (RS)

DOCUMENT RESUME

ED 304 737 CS 506 594

Smilowitz, Michael; And Others
It Don't Matter Like It Used To: The Relationship of Innovativeness with Sex, Ambiguity, Conflict Style, and Argumentativeness.
PUB DATE- Feb 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; Elementary Secondary Education; *Innovation; Multiple Regression Analysis; Occupational Surveys; Organizational Communication; Persuasive Discourse; Questionnaires; Self Concept Measures; Self Evaluation (Individuals); *Sex Differences; Sex Role
IDENTIFIERS- *Argumentativeness; Communication Behavior; *Conflict Management Style

A study examined how the factors of sex, tolerance for ambiguity, conflict management style, and argumentativeness relate to the prediction of innovativeness. Ninety-six K-12 public school teachers in a northeastern school district were surveyed using self-report measures for innovativeness, ambiguity tolerance, conflict management style, and argumentativeness. Multiple regression analysis indicated that the men and women in this study did not differ on the innovativeness scale, were similar in their tolerance for ambiguity, regarded solution orientation conflict management styles to be negatively related to innovativeness, but were likely to engage in different types of communicative behaviors when engaged in innovation. However, these findings may represent how men and women believe they should behave according to sex role expectations (since it examined self-perceptions), or how they define communicative behaviors, rather than actual communication behaviors. (Three tables of data are included, and 99 references are attached.) (SR)

DOCUMENT RESUME

ED 304 751 EA 020 731

Carnoy, Martin
Analyzing School District Centralization: A Research Framework.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 29 Dec 88
NOTE- 39p.
GRANT- OERI-6-86-0011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Administrative Policy; *Administrator Effectiveness; *Centralization; Cost Effectiveness; Decentralization; Educational Quality; Elementary Secondary Education; Nontraditional Education; Politics of Education; Program Effectiveness; *School District Reorganization; *School Effectiveness

This paper argues that existing methods of analyzing school efficiency are not useful in assessing efficiency and that alternative models are needed. Traditional analyses are discussed on the premise that schools function like private firms, where either the classroom or the school is the producing unit and the teacher or the principal is the decision-maker who controls and shapes the teacher-learning process. This premise is found to disregard the key variables of school district administrative organization and its impact on teacher effectiveness. The report finds that school district administrations function primarily by political, not economic or even educational, criteria. A model of school production is proposed that is administrative/politically based and that allows the underlying technology of school production to vary. A methodology for assessing the costs and "effectiveness" of alternative school district administrative organization is developed. Appended are an evaluation chart for comparing centralized and decentralized school district administrative configurations and 17 references. (SI)

DOCUMENT RESUME

ED 304 767 EA 020 779

Nichols, Glenn; And Others
A View from the Inside: Needs of Beginning Principals. Report of the Select Seminar on the Needs of Beginning Principals.
Capital Area School Development Association, Albany, NY. Leadership in Educational Administration Development Center.
PUB DATE- Sep 88
NOTE- 33p.
AVAILABLE FROM- Publication Sales, New York LEAD Center, Capital Area School Development Association, School of Education, The University at Albany, State University of New York, 135 Western Avenue, Husted 211, Albany, NY 12222 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; *Administrator Qualifications; *Administrator Role; *Administrator Selection; Educational Environment; Elementary Secondary Education; Higher Education; Leadership; Occupational Information; *Principals; *School Administration

This report presents the results of a 7-month study and conversation among field-based educators who attempted to respond to the challenges and responsibilities facing beginning principals. Documented is the role of the principal in affecting the success of school buildings. Apparent in this body of research is the need for the principal to be sensitive to educational, economic, and societal wants and needs. The principals' ability to recognize disabling practices and to invigorate school environments through proven leadership and management, are key issues. Three "model" letters addressed to a new principal present a basis for constructing a universal job description for the principalship; for developing the university curriculum for prospective principals; and for evaluating principals in practice. An addendum offers questions addressing leadership and effective schools as a means to structuring the thinking process. Reprinted is an article entitled "Select Seminar on Needs of Beginning Principals Completes Deliberations." (SI)

DOCUMENT RESUME

ED 304 782 EA 020 805

Bredeson, Paul V.
Redefining Leadership and the Roles of School Principals: Responses to Changes in the Professional Worklife of Teachers.
PUB DATE- Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Collegiality; Elementary Secondary Education; Governance; Interviews; Leadership Responsibility; *Participative Decision Making; Policy Formation; Power Structure; *Principals; *Teacher Administrator Relationship; *Teacher Participation; Teamwork
IDENTIFIERS- *Teacher Empowerment

This study investigates principals' perceptions of the effect of teacher empowerment on their role as building administrators. The researcher conducted structured interviews with 10 principals, 5 elementary and 5 secondary, in 2 school systems characterized by wider applications of shared decisionmaking and greater professional autonomy among teachers and administrators. Findings are discussed with respect to the principals' understandings of empowerment, the difference between these schools and more traditional schools, advantages and disadvantages of teacher empowerment, redefining the principal's role in teacher-empowered schools, changes in the principal's role, and teachers' expectations of principals in schools where teachers share in governance and decisionmaking. The conclusion discusses nine important themes that emerged from these interview data regarding teacher empowerment and the principalship: (1) the language of shared governance and empowerment; (2) readiness for professional growth and empowerment; (3) the importance of the superintendent's leadership in empowerment; (4) time as a key resource for empowerment; (5) boundary spanning for school principals; (6) enhancement of teachers' and principals' professional image; (7) the importance of hearing teachers' voices; (8) shared professional thinking; and (9) dealing with power through empowerment. References are included. (TE)

DOCUMENT RESUME

ED 304 796 EA 020 842

The 1987-88 Accountable Costs Study: A Report to the Governor, the Lieutenant Governor, and Members of the Seventy-First Legislature from the State Board of Education.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.

REPORT NO.- TEA-FS9-742-01
PUB DATE- Nov 88
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Board of Education Policy; Class Size; *Educational Facilities; *Educational Finance; Educational Legislation; Elementary Secondary Education; *Expenditure per Student; Program Costs; Public Schools; *School District Spending; *School Statistics; *Teacher Salaries
IDENTIFIERS- *Texas

The State Board of Education is required by the Texas Education Code Section 16.201 to make recommendations to the legislature concerning the cost of education. This report is a summation of the State Board of Education findings. After more than a year of study, the board has determined the minimum basic program costs to be $2,197 per student in the 1989-90 school year and $2,294 per student in the 1990-91 school year. This Accountable Costs Report includes specific recommendations for the basic allotment and highlights the need for a more adequate funding base for public school districts. The report is organized into six chapters, the first of which is an introduction. The second chapter provides a summary of significant findings and recommendations in the areas of minimum basic program cost, school facilities, and costs of implementing the long-range plan. Each of these areas is taken up in greater detail in the remaining three chapters. Appended are (1) class size data for selected percentiles of students; (2) costs for instructional salaries; (3) facilities work session panel participants; and (4) definitions of variables used in the study of school facilities. (SI)

DOCUMENT RESUME

ED 304 810 EC 212 300

Stewart, David A.
A Model Communication and Language Policy for Total Communication Programs for the Hearing Impaired. Occasional Paper No. 125.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 88
NOTE- 25p.
GRANT- G008730145
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48825 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Sign Language; *Educational Policy; Elementary Secondary Education; *Hearing Impairments; Interpersonal Communication; Intervention; Manual Communication; Models; School Policy; *Sign Language; *Teacher Behavior; *Teaching Methods; *Total Communication

This paper argues that current practices in total communication classrooms have basically assigned the responsibility of communication to hearing-impaired students who must adapt to the variation in communication behaviors displayed by each of their teachers. The paper advocates use of a model communication and language policy designed to implement consistent linguistic input in the instruction of hearing-impaired students in total communication programs. The consistent use of a modified form of Signed English as the primary sign system and the use of American Sign Language as an intervention tool form the basis for establishing consistent linguistic input in the classroom. Following a rationale for adoption of such a policy, an appendix contains the communication and language policy that was developed for the Lansing (Michigan) School District's hearing-impaired programs. Two other appendixes describe the characteristics of modified signed English and provide a brief perspective of pidgin signs. (JDD)

DOCUMENT RESUME

ED 304 825 EC 212 519

Graduation Requirements, Adult Services, and the Transition of Students with Handicaps. Abstract 19. Research & Resources in Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Oct 88
NOTE- 3p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of $5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Delivery Systems; *Disabilities; *Educational Policy; *Graduation Requirements; High School Graduates; High Schools; Minimum Competency Testing; National Surveys; Needs Assessment; *State Standards; *Transitional Programs

Two national surveys on graduation requirements and transition services for students with handicaps are briefly described. The first study, "State Graduation Policies and Program Practices Related to High School Special Education Programs" by Joanne Records Bodner et al., surveyed state special education directors or their designees in 50 states and the District of Columbia. The study found that 36 states have increased academic requirements for high school graduation since 1975; most states allow either modified content or modified instruction within regular classes as a means of meeting the requirements. In addition, 21 states require a minimum competency test for graduation, and of these, 15 determine students' exit documents on the basis of test scores. The second survey, "Do We Know Enough to Plan for Transition?" by John McDonnell et al., involved administrators of 44 state education agencies, 34 administrators of state vocational programs, and 35 administrators of residential programs for adults with severe

handicaps. This survey found that projected need for services for severely handicapped students exceeded projected service increases. Policy recommendations are made based on the results of these studies. (JDD)

DOCUMENT RESUME

ED 304 839 EC 212 534

Rickert, William E.; Bloomquist, Jane
Creative Drama. Chapter Eleven.
PUB DATE- 88
NOTE- 10p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acting; *Creative Dramatics; Creative Expression; Curriculum; *Dramatic Play; Elementary Secondary Education; *Mental Retardation; Movement Education; Skits; Teacher Role; *Teaching Methods

This paper provides a basic framework for using creative drama to achieve a wide range of objectives in educating students with mental disabilities; these objectives include enhanced communication skills, discipline and teamwork, self-concept, and creativity. Drama techniques such as movement exercises, games, structured play, role playing, and sociodrama can be employed to expand environments and increase experiences of these students. In creative dramatics, the teacher's role is to be a leader with a cooperative style and an open attitude. Before beginning creative dramatics exercises, it is helpful to take a few minutes for relaxation and warm-up exercises. The creative drama process begins with defining a basic movement, adding improvisation, forming small groups, introducing a problem, combining the groups, adding conflict, introducing vocalization, and developing a complete improvisation. Ideas for creative drama must come from the class and be of interest to the class; its characters and situations can arise from curricular areas, personal interactions, social situations, and job problems. Though creative dramatics is a spontaneous rather than prearranged art form, students can sometimes benefit greatly from sharing their accomplishments in a public performance. (JDD)

DOCUMENT RESUME

ED 304 854 EC 212 549

Fitterman, Lawrence Jeffrey
Ends-To-Means Model.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; *Database Design; Databases; *Disabilities; Elementary Secondary Education; Information Retrieval; *Management Information Systems; Models; *Recordkeeping Records (Forms); Reports; *Student Records

This paper demonstrates the importance of effective planning when using database application programs in exceptional education programs, to more efficiently track students' performance, keep vital information, and create desired reports. The described approach, called the ends-to-means model, calls for developing the database by designing the formats of the desired reports first. Then, all of the categories of information from each type of report are combined into a list; the most logical sequence of information for data entry is determined; a data entry form is designed; and sample reports are created to test the process. A prototype of a database design is provided, including a rationale, examples of database applications, and time considerations in creating the databse. The bulk of the paper is made up of visuals and transparencies used in presenting the paper to large groups. (JDD)

DOCUMENT RESUME

ED 304 868 EC 220 540

Huneycutt, Mary E.; Cohen, Jacob
Teaching New Behaviors.
PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Rating Scales; Curriculum Development; *Educational Methods; Elementary Secondary Education; *Emotional Disturbances; *Generalization; *Instructional Effectiveness; State Programs; Teaching Methods; Theory Practice Relationship; Transfer of Training
IDENTIFIERS- North Carolina

The paper describes a North Carolina program which teaches new behavior as a curriculum area to students with emotional handicaps. New behaviors require instructional approaches similar to academic areas including instructional levels of awareness, understanding, and application. The first step in behavior instruction is targeting behavioral clusters for instruction which requires clustering the student's behaviors by purpose, determining the student's present level of functioning, and selecting a cluster for instruction. The second step is instructing in the new behaviors which involves assisting the student to identify his/her own inappropriate behavior, to identify causes of or triggers for the inappropriate behavior, and to identify, select, and practice alternatives to the inappropriate behavior. An example of sample activities by level of instruction for controlling anger is provided. The third step is the measurement of behavioral transfer across the school environment utilizing the Ifd scale which applies mathematical values to intensity, frequency, and duration of behavior clusters. Also included is a summary of a 3-month study of program effectiveness with such findings as: students who received both management and instruction showed greater behavioral growth than students who received management instruction alone; 140 of 360 experimental students reached transfer compared to 23 of 360 students for the control group. (DB)

DOCUMENT RESUME

ED 304 883 FL 017 840

Rinke, Dolores
Cultural and Bureaucratic Environment of Moslem Countries.
PUB DATE- Apr 88
NOTE- 7p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Banking; *Bureaucracy; *Business; Cultural Context; *Cultural Traits; Economic Opportunities; Foreign Countries; Government Role; Investment; *Islamic Culture; Religious Cultural Groups; *Religious Factors; Sociocultural Patterns; Time; Traditionalism
IDENTIFIERS- Egypt; *Islamic Countries; Negotiation Processes

To the Moslem, Islam is more than a religion to be practiced one day a week or in a few rituals; it is a detailed way of life. Behavior is comprehensively legislated for Moslems. Their major obligation is to know and follow the "five pillars" of Islamic law. The impact of religion on business is substantiated in research. Some attitudes based in religious belief and practice (such as lack of motivation toward a higher standard of living and attitudes toward innovation, change, investment, and the significance of time) are seen by outsiders as barriers to economic development. Bureaucracy is a chronic problem and a major constraint on development in some countries, such as Egypt. Egyptian laws and policies have only recently encouraged foreign investors, and the ambiguity and informality of the policies tend to make business agreements difficult and costly. Procedures for tendering bids are outdated, and three areas are particularly troublesome for foreigners: bidding, project size, and assuring necessary guarantees and payments. Currency and banking conventions can also be problematic. However, American investors who want to enter the market in Moslem countries can take specific actions and approaches to avoid or minimize some of these problems. (MSE)

DOCUMENT RESUME

ED 304 897 FL 017 854

Laribee, Stephen F.
International Accounting and the Accounting Educator.
PUB DATE- Apr 88
NOTE- 18p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; Accreditation (Institutions); Accrediting Agencies; Agency Role; *Business Administration Education; Curriculum Design; *Curriculum Development; *Global Approach; Higher Education; International Trade
IDENTIFIERS- *American Assembly Collegiate Schools of Business

The American Assembly of Collegiate Schools of Business (AACSB) has been instrumental in internationalizing the accounting curriculum by means of accreditation requirements and standards. Colleges and universities have met the AACSB requirements either by providing separate international accounting courses or by integrating international topics into existing courses. A number of studies have addressed the question of what topics should be covered in international accounting. The key topics to be covered in an upper level course include: (1) comparative practices, (2) foreign currency translation, (3) accounting for inflation, (4) financial reporting and analyzing foreign financial statements, (5) conceptual development, (6) managerial accounting complexities in an international setting, and (7) auditing. Most departments are currently covering the topics in existing courses. The idea of internationalizing the accounting curriculum through traditional accounting courses has the advantages of demonstrating that foreign accounting faces challenges similar to those of the United States, and of requiring no new courses or faculty. However, this approach is not well supported by faculty. Offering a separate course in international accounting has the advantage of providing in-depth coverage and requiring only one faculty member to teach the course. (MSE)

DOCUMENT RESUME

ED 304 911 FL 017 868

Ortuno, Manuel J.; Uber, David M.
Intermediate-Level Foreign Language Courses for BBA Students.
PUB DATE- Apr 88
NOTE- 14p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Class Activities; Course Content; *Course Descriptions; Curriculum Design; Educational Objectives; Higher Education; Instructional Materials; *Languages for Special Purposes; *Language Skills; Relevance (Education); Role Playing; Undergraduate Study
IDENTIFIERS- *Baylor University TX

Following the early success of its inclusion of languages in the master's-level business administration curriculum, Baylor University began to emphasize foreign language study more heavily in its undergraduate business administration program. The revised program, to be fully implemented in 1989, encourages students to choose 11 hours of language study over a battery of courses in the humanities and social sciences. The anticipated result is that students will attain an intermediate (level 1) to advanced (level 2) rating on the Foreign Service Institute-American Council on the Teaching of Foreign Languages (FSI-ACTFL) proficiency scale. The new intermediate-level courses developed for the program focus on the development of speaking, listening, and reading skills, but do not include formal grammar review or composition. Specific business texts are used. Instruction is entirely in the target language, and conversations are based on specific business roles and situations, or on a reading assignment. Other class activities include visits by foreign language speakers, a library visit, videotapes about current events or popular programs in another language, outside readings, and, in one case, a visit to a French-American Chamber of Commerce meeting. (MSE)

ED 304 517 CE 051 278

Michigan Adult Literacy Initiative. A Five Year Plan To Reduce Illiteracy in Michigan by 50%.

Michigan State Board of Education, Lansing.

PUB DATE- 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Improvement; Educational Needs; Educational Objectives; *Functional Literacy; Guidelines; Illiteracy; *Literacy Education; *Program Development; *State Programs; *Statewide Planning
IDENTIFIERS- *Michigan

In response to the problem of adult literacy, the Michigan State Board of Education initiated a program to reduce the functional illiteracy rate among adults in the state significantly. This is to be accomplished by: (1) raising the level of awareness of the scope of illiteracy problems in the state; (2) developing comprehensive literacy programs at the local level involving agencies and organizations providing literacy services and/or affected by illiteracy; and (3) recruiting and training 3,000 volunteers to assist in the literacy efforts. This report describes the plan of action to be used to achieve these goals. Following the first section, which defines the purpose of the plan, six additional sections provide the following information: definition of illiteracy, background and current status report, special populations, structure of the program, implementation of goals, and issues and problems. Appendixes provide a roster of the statewide coordinating committee, a directory of Michigan adult literacy programs, a list of networking regions, a summary of committee responsibilities, and a bibliography of literacy initiative resources. (KC)

ED 304 532 CE 052 036

Johnson, Brenda J.

ABE/Pre-Vocational Skills Program. A Teacher's Guide and Curriculum for Pre-Clerical Training.

Northampton County Area Community Coll., Bethlehem, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 30 Jun 88
NOTE- 361p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Behavioral Objectives; Business Skills; *Clerical Occupations; Clerical Workers; Competency Based Education; Curriculum Guides; Dislocated Workers; English; Language Skills; Mathematics Skills; *Office Occupations Education; *Prevocational Education; Simulation; *Unemployment
IDENTIFIERS- 310 Project

This manual is designed for teacher use for a 10-week course to prepare chronically unemployed adults to enter traditional clerical courses or job training programs offered by temporary-employment-agencies. The competency-based curriculum provides adults with basic skills in grammar, usage, reading, writing, listening, mathematics, keyboarding, and computers. Practice time for skills is built into the daily schedule and homework is minimal. The course requires four hours of instruction per day and is divided into four segments each day. It is set up as a fictitious company. Each week has a different theme to acquaint students briefly with some of the common operations of the business. The themes are receptionist; mail room; data entry; personnel secretary; secretary, quality control; sales and marketing; research and development; accounting and finance; manufacturing; and secretary to the president. The chapter format is as follows: list of competencies (math, English, office), suggested field trip, special materials needed, overview page of daily lessons, daily lesson outline, and exercises for each day, which may be photocopied for class use. Appendixes include sheets on which to score students on the competencies and bibliographies of supplemental texts and software. (YLB)

Mills, Steven; And Others
Welcome to dBase III Plus. Learning Activity Packets.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
NOTE- 148p.; For a related document, see CE 052 134.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. B0-3021)
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Computer Assisted Instruction; Computer Software; Database Design; *Database Management Systems; *Databases; Data Processing; *Individualized Instruction; Learning Activities; Learning Modules; Management Systems; Office Occupations Education; Pacing; Postsecondary Education; Secondary Education
IDENTIFIERS- *dBase III Plus

This learning activity packet (LAP) contains nine self-paced study lessons that allow students to proceed along a a 43-hour course of study for dBase III Plus at their own pace. The lessons are organized in the following way: objectives, completion standard, performance standard, a list of required materials, unit test, and exercises (applications of the operations to measure the laboratory competency of the student in regard to the materials presented in the LAP). Most lessons are presented in a "read and do" format. The lessons are: database concepts; using the dBase III Plus Assistant; creating a database; adding data to a database file; modifying data in a database file; report and mailing label preparation; memory variables, operations, and functions; sorting and indexing files; and data entry forms. Unit tests for each lesson and answer keys for the tests and exercises are appended. These lessons have been prepared for use with the IBM Personal Computer. (YLB)

ED 304 617 CG 021 490

Willis, Sherry L.; Tosti-Vasey, Joanne
Professional Competence in Mid-Career College Faculty Members: Antecedents and Correlates.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Nov 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
GRANT- R01-AG04198
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Colleges; *Competence; Faculty; *Higher Education; Independent Study; *Job Performance; Professional Associations; Professional Development; Scholarly Journals; *Skills; Two Year Colleges

Professional competence involves the professional's ability to function effectively in the tasks and proficiencies considered essential within a given profession. For mid-career professionals, the maintenance of professional competence becomes a major concern. This study examined the personal and institutional characteristics that are associated with being professionally competent and up-to-date in certain academic fields and the salience of certain personality characteristics in differentiating between mid-career college faculty members who are more versus less up-to-date with regard to their academic field. Subjects were faculty members (N=105) at 2- and 4-year colleges. The primary responsibility of these faculty members was teaching rather than research. They represented the fields of engineering (N=28) and English (N=77). Subjects participated in a 1-hour interview and completed a personality questionnaire and a professional currency measure. Results showed professional competence was most directly related to the activities of the faculty members, rather than to personal and institutional characteristics. Reading of professional journals was a major mechanism for maintaining professional currency for both English and engineering faculty. Involvement in professional organizations was associated with being more professionally current. Time spent in research and publishing was positively related to professional currency in teaching responsibilities. Current faculty members perceived achievement to be a more salient characteristic or need than less current subjects. (ABL)

ED 304 633 CG 021 507

Walz, Garry R.
Marketeer: New Role for Career and Placement Specialists. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Planning; *Counselor Role; *Delivery Systems; Human Services; *Marketing; *Placement
IDENTIFIERS- ERIC Digests

This digest discusses the importance of marketing in the field of career planning and placement. It explains the use of marketing techniques in counseling and the human services, lists major relevant marketing concepts, and provides a marketing list for career planning and placement counselors. (NB)

ED 304 648 CG 021 523

Developing Assertive Behavior.
Ohio State Univ., Columbus. Center for Sex Equity.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aggression; *Assertiveness; Behavior; Behavior Modification; Coping; Elementary Secondary Education; *Interpersonal Communication; *Self Expression

This curriculum is designed to provide students with specific techniques for communicating more assertively and dealing with manipulative behavior more effectively. The curriculum outlines five 40-minute sessions, each including appropriate student worksheets and transparency masters. The first session focuses on distinguishing among assertive, aggressive, and submissive behaviors. The second session explores self-respect, and the negative effects on self-concept of aggressive and submissive behaviors. The third session focuses on values clarification and recognition that assertive living involves taking responsibility and accepting the consequences. The fourth session develops coping skills by helping students determine their effectiveness in upholding and respecting others' rights. The final session focuses on helping students to plan for the future and establish goals for living assertively in the future. Additional materials for the instructor wishing to expand or adjust the program are provided in the appendices. A pretest and posttest are included to be used to measure knowledge acquired as a result of this study and to solicit assertive feedback from students regarding the course quality. (ABL)

ED 304 662 CS 009 547

Hart, Ellen Louise

Literacy and the Empowerment of Lesbian and Gay Students.

PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; *Homosexuality; *Literacy; Literary Genres; *Personal Narratives; Two Year Colleges; Writing Instruction
IDENTIFIERS- *Homosexual Literature

The ability to function independently as a reader and writer in the society is defined here as "functional literacy" and includes, for gay or lesbian students, access to their own cultural literature and the recognition of a multi-cultural literacy that includes gay and lesbian culture. Two central beliefs are at the heart of the discussion of literacy and the lesbian and gay student: (1) narrative writing--telling their own stories and telling the truth about their own experience--is essential to the attainment of literacy; and (2) for lesbians and gay men whose experience has been taboo, who have never had a consistent oral tradition on which to depend for information, literacy is fundamental to identity, culture, and survival. The need to tell "coming out stories" is a compelling drive for lesbian and gay writers. Writing teachers must face their responsibilities and rededicate themselves to seeing that all of their students have access to a fundamental literacy that is more than functional, that is truly multi-cultural and humane. (RS)

ED 304 677 CS 009 566

Starting Tomorrow: Activities Teachers May Immediately Implement To Improve Instruction in Reading, Writing, and Mathematics.

Texas Education Agency, Austin.

PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Education; *Mathematics Instruction; Reading Improvement; *Reading Instruction; Writing Improvement; *Writing Instruction
IDENTIFIERS- Texas; Texas Educational Assessment of Minimum Skills; *Thinking Skills

Intended to provide teachers with a variety of holistic activities to promote thinking skills and the synthesis of skills while also raising scores on the Texas Educational Assessment of Minimal Skills (TEAMS), this booklet focuses on activities which teachers can implement immediately. The publication contains major sections for each of the subject areas tested on TEAMS: reading, writing, and mathematics. All three content areas focus on, for example, learning to integrate and relate ideas rather than on drill and practice of isolated skills. The first section, on reading, contains a statement of reading philosophy, 10 reading activities, and definitions of terms. The section on writing contains a writing philosophy statement, 7 descriptive/narrative/class history/informative writing activities, 7 writing activities for other content areas, 4 activities to develop and strengthen the understanding of language structure, and 3 suggestions on grading and evaluating writing. The third section, on mathematics, contains a mathematics philosophy statement and 7 mathematics activities. (SR)

ED 304 708   CS 211 741

Martin, Anne
Reading Your Students. Their Writing & Their Selves. Teachers & Writers Think/Ink Book 3.
Teachers and Writers Collaborative, New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; New York State Council on the Arts, New York.
REPORT NO.- ISBN-0-915924-33-2
PUB DATE- 83
NOTE- 59p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Class Activities; *Classroom Communication; Classroom Environment; Classroom Observation Techniques; *Classroom Techniques; Grade 4; Individual Differences; Intermediate Grades; *Naturalistic Observation; Student Behavior; Teacher Role; Writing Exercises; *Writing Instruction

Based on the idea that a healthier, saner and more creative classroom is possible, this book presents an extended case study of the behavior of two fourth grade girls, focusing on their writing. The book argues that the data gathered from observing students can lead to changes in the classroom and improved teaching practices by providing teachers with an understanding of the diversity and individuality of their students, which would otherwise be overlooked or unknowable. (RS)

ED 304 723 CS 506 555

Min, Eung-Jun
Comparative Analysis of Korean Television Dramas between 1977 and 1987: Changes of Themes and Lifestyles of Characters.

PUB DATE- May 89
NOTE- 48p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Cultural Context; Foreign Countries; Popular Culture; *Programing (Broadcast); *Television; Television Research
IDENTIFIERS- *Korea; *Soap Operas

To examine how the contents of Korean television serial dramas have changed and to determine trends of their portrayals of male and female characters' lifestyles, a study analyzed Korean television dramas of 1977 and 1987. A sample of three channels' video--22 daily and 14 weekly episodes of 18 different television dramas during weekday prime time (7 p.m. to 10 p.m.) In September 1977 and September 1987--was used for the study. Analysis revealed that the setting for most dramas of both years was Korea. Dramas dealing with psychological problems in 1977 usually depicted people who were dedicated to some clear purpose in life with positive attitudes. However, in 1987 most dramas portrayed characters who were skeptical about their current and future lives. Regarding the fictional characters on these dramas, the following differences were noted: (1) the number of characters per drama increased; (2) the number of supporting roles decreased, while the number of major roles increased; and (3) male characters were increasingly important in 1987 dramas. In 1987, both male and female characters were more often classified as active and independent than in 1977, and female characters were even more active and independent than male characters. In 1987, the dramas examined current problems, such as the loss of community ties and the break-up of the family, while in 1977 dramas reflected a nostalgia for the warm community ties that had been lost in the process of economic growth. (Six figures and five tables of data are included.) (MM)

ED 304 738 EA 020 631

Spillane, Robert R.
Agenda for 1986: The Profession of Teaching.
PUB DATE- 12 Dec 85
NOTE- 14p.; Speech before the National Governors' Association Task Force on Teaching (New Brunswick, NJ, December 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Inservice Education; *Mentors; *Teacher Education; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- *Professionalism

This paper expresses dissatisfaction with a system of preparation, certification, supervision, inservice training, and compensation that fails to produce highly qualified teachers. Teachers' training and working conditions must change so that beginning teachers are better prepared, inservice education really improves experienced teachers' skills, and salaries appropriately reflect ability and performance. In short, teachers must become responsible to each other and to the highest professional standards. Teaching is currently not a profession because of the following obstacles: (1) an inadequate knowledge base provided by university departments of education; (2) confusion concerning school mission; (3) insufficient monetary and other rewards; (4) underutilization of experienced teachers as mentors; and (5) inadequate curricula and instructional leadership. To give teachers more professional responsibility, the paper proposes (1) lowering the number of required education courses and raising the number of required academic courses; (2) using master teachers and school administrators to provide public school training; (3) creating special categories of master teachers to plan and conduct staff development activities, develop curricula, and serve as mentors and advisors; (4) basing pay increments on professionally relevant criteria; (5) redefining the principal's instructional leadership role; and (6) placing curriculum development and inservice teacher education in skilled teachers' hands. These proposals might increase overall education costs, but would engender substantial payoffs for teachers and students. A 1986 agenda for the teaching profession is attached. (MLH)

ED 304 752 EA 020 737

Strike, Kenneth A.; And Others
The Ethics of School Administration.
REPORT NO.- ISBN-0-8077-2887-X
PUB DATE- 88
NOTE- 137p.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrators; *Educational Environment; Educational Philosophy; Educational Quality; Elementary Secondary Education; Equal Education; *Ethical Instruction; *Ethics; Intellectual Freedom; Moral Development; *School Administration; Values Education

This is the first book in the Teachers College Press series, Professional Ethics in Education, which is devoted to the examination of ethical issues in all educational settings. The book's purpose is to teach a range of ethical concepts and the process of ethical reasoning to educational administrators. Organized around cases, each chapter begins with a case presenting a moral dilemma, then analyzes the moral principles involved and concludes with several other cases dealing with the issues of that chapter. The chapter topics are (1) administration and ethical thinking; (2) intellectual liberty; (3) individual freedom and the public interest; (4) equal educational opportunity; (5) educational evaluation; (6) educational authority; and (7) supplemental cases. The final chapter's cases deal with 11 issues--for example, honesty, integrity, conflict of interest, and exploitation--that are not linked to the previous chapters' topics. Appended are 33 annotated bibliography references. (SI)

ED 304 768 EA 020 780

Tonnsen, Sandra; And Others

Programs for Preparing Minorities and Women in Educational Administration.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- SEIL-08-007
PUB DATE- Feb 89
NOTE- 34p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Administrators; Change Strategies; *Educational Administration; Elementary Secondary Education; *Females; Higher Education; *Minority Groups; *School Administration
IDENTIFIERS- *United States (Southeast)

The purposes of this study were to (1) identify issues related to women and minorities in educational administration; (2) identify and determine the effectiveness of preparatory programs in the Southeast for women and minorities in school administration; and (3) make recommendations for improving the lot of minorities and women in administration. A questionnaire was developed and mailed to 674 school districts in the 6 southeastern states, to 89 colleges and universities in the Southeast that offer educational administration programs, and to 6 state education agencies and the 6 school administrators' associations. As a result of this study, six conclusions and eight recommendations are offered with the intention to enhance the training and placement of women and minorities in educational administrative positions. A supplemental section highlights the strategies and programs for change. Appended are 42 references and lists of administrator and participant questions. (SI)

ED 304 783 EA 020 806

Fleming, Douglas S.; Eiseman, Jeffrey W.

Coaching Secrets for School Leaders. The School Improvement Leader: Four Perspectives on Change in Schools.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 88

NOTE- 52p.

CONTRACT- 400-86-0005

AVAILABLE FROM- Publications, Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA 01810 (Order No. 9701; $10.00 plus $2.50 shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Elementary Secondary Education; Instructional Leadership; *Leadership Training; Learning Activities; Professional Training; *Supervisory Training; *Teacher Administrator Relationship; *Teacher Supervision; Workshops

This document comprises the first of four training models prepared for use by professionals responsible for enhancing the leadership skills of current and future educators. This first module, "Coaching Secrets for School Leaders," is designed to involve participants in an analysis of coaching situations, behaviors, and competencies that are appropriate in educational settings. Emphasis is on face-to-face strategies that increase cooperation, commitment, and performance. The module includes six activities: (1) an overview; (2) articulating a compelling vision; (3) establishing a nurturing environment; (4) expressing task clarity; (5) providing opportunities to perform; and (6) giving growth-oriented feedback and follow-through. Included in these activities are instructions for the workshop leader and master pages of readings to reproduce and distribute to participants, along with masters that can be used to make transparencies for overhead projection and workshops. (TE)

ED 304 797 EA 020 843

Bolster, Sharon J.
Vision: Communicating It to the Staff.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; *Communication Skills; *Educational Improvement; Elementary Secondary Education; Interprofessional Relationship; *Leadership; Management Development; *Principals; *Teacher Administrator Relationship

Vision has been identified as a critical factor in effective leadership. Communicating the leader's vision to the staff is essential to realizing the vision. This paper reports data regarding seven elementary principals who developed a vision for their schools during attendance at a Principals' Academy. Data were also obtained from follow-up interviews with the principals and a survey of their teachers. Principals completed a profile instrument and developed a school improvement plan during the academy. During the interview, principals were asked to restate their visions and list the strategies used to communicate their visions to their staffs. Teachers were asked to state their principals' visions and list the strategies they believed the principals were using to communicate the visions to them. Responses at each site were compared for congruence. Summary data are compared across cases to identify commonalities that resulted in more effective communication of vision. Implications for professional practice and administrator training are discussed. Appended are 13 references. (Author)

Ysseldyke, James E.; And Others
Regular Education Teachers' Perceptions of Instructional Arrangements for Students with Mild Handicaps. Research Report No. 8. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 51p.
GRANT- G008630224
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Grouping (Instructional Purposes); *Individualized Instruction; *Mainstreaming; *Mild Disabilities; Surveys; Teacher Aides; *Teaching Methods

A survey of 197 regular education teachers representing 35 states indicated few changes in structural arrangements or adaptive instruction as a function of having handicapped students in their classes. Elementary and secondary level teachers completed a 2-page survey which explored the use of other adults in the classroom, size of instructional groups, primary method of instruction used, and degree of classroom structure. Number of adults used in the classroom differed from what it typically would be for only 26 percent of respondents. Sixty percent reported direct instruction as the preferred method for handicapped students. More than half reported that the degree of classroom structure (typically described as "highly structured") would not change if handicapped students were not present. Adaptive instructional techniques were almost unanimously viewed as desirable, with teachers at both elementary and secondary levels indicating that the most desirable approach is holding the student accountable for performance and quality of work. It is concluded that regular education teachers either do not see a way to make the classroom environment different from what it would be without a handicapped student, or are unable to implement potential changes. A copy of the survey is appended. (JW)

ED 304 840 EC 212 535

Gfeller, Kate
Music. Chapter Twelve.
PUB DATE- 88
NOTE- 18p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Communication Skills; Curriculum; *Developmental Stages; Educational Practices; Elementary Secondary Education; Interpersonal Competence; *Mild Mental Retardation; Motor Development; *Music Activities; *Music Education; Student Development; *Teaching Methods

The music skill capabilities and deficiencies of students with mild mental disabilities, and general accommodations necessary for successful participation are discussed. Potential growth in music education is sometimes hampered by educators who underestimate the academic skills required within the typical music class and educators who underestimate the musical sensibilities of the students. In determining necessary adaptations for successful participation of students with mental disabilities, educators should consider four types of behavior: mental activity, communication skills (including active listening and singing), motor skills, and social/behavioral skills. Best instructional practices must take into consideration students' limitations in each of these behavior areas. Strategies include: selecting developmentally appropriate materials; adequately modeling the desired task outcome; allowing additional rehearsal time; playing selections at a slower tempo; selecting songs which have adequate repetition; and ritualizing verbal and physical cues for paying attention, careful listening, etc. Practices specific to music instruction in various grade levels are then presented, including lower elementary, upper elementary, and secondary education. (JDD)

ED 304 855 EC 212 550

Kinnison, Lloyd R.; And Others
Learning Characteristics of Title XX Day Care Children.
PUB DATE- 88

NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Custody; *Child Development; Cognitive Development; *Day Care; *Disadvantaged Environment; Educational Needs; Emotional Development; Federal Aid; *High Risk Students; Language Acquisition; Locus of Control; Motor Development; Norm Referenced Tests; Preschool Children; *Preschool Education; Social Development; *Socioeconomic Status
IDENTIFIERS- Aid to Families with Dependent Children; Texas (Amarillo)

A study was conducted of 55 preschool children attending Title XX day care centers in Amarillo, Texas, to investigate the cognitive, language, fine motor, and socioemotional development of the children. Results indicated that the students were below the 50th percentile for their age group norms on the Peabody Picture Vocabulary Test Revised, the Test of Early SocioEmotional Development, the Developmental Test of Visual-Motor Integration, and the Stanford Preschool Internal-External Scale (Form II). Children whose parents paid full day care costs scored higher in language ability than did students in protective care and students receiving Aid to Families with Dependent Children. All three groups of children were below age-level norms on visual-motor skills. The children perceived themselves as being externally controlled by others in their environment. Contrary to expectations, children who were under protective care of the state did not have lower self-ratings on socioemotional development. (JDD)

ED 304 884 FL 017 841

Hashmi, Mahmud S.

National Culture-Management Practices: United States and Saudi Arabia Contrasted.

PUB DATE- Apr 88
NOTE- 16p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Age Differences; *Business Administration; Comparative Analysis; *Cultural Differences; Cultural Traits; Employer Employee Relationship; Eye Contact; Foreign Countries; Friendship; Interpersonal Communication; Interprofessional Relationship; Older Adults; Personnel Evaluation; Power Structure; Reputation; Social Attitudes; Social Status; *Social Values; Sociocultural Patterns; *Supervisory Methods; Time; Traditionalism; *Work Attitudes
IDENTIFIERS- Bedouins; Etiquette; *Negotiation Processes; *Saudi Arabia; United States

Successful conduct of business in Saudi Arabia requires attitudes and skills significantly different from those needed in the United States. Distinct societal differences can turn winning practices in one culture into failures in another. Despite Saudi Arabia's recent emergence as a wealthy marketplace, traditional values and a unique lifestyle persist. Many families have Bedouin origins, and much of the population displays the nomadic Bedouin ethos in matters concerning hospitality, respect for elders, attitudes toward time, and conversational distance and eye contact. Distinctions between acceptable and unacceptable tasks are much more pronounced than in U.S. society. These distinctions concern equality in such matters as office size and location and material possessions, and kinship (friendship, and behavior in private versus public life). In contrast to concise American business meetings, Saudi business transactions are prefaced by protracted "small talk" on unrelated topics. Certain mannerisms and taboos must also be adhered to. Authority is not likely to be delegated, and most decisions are made at the highest levels. Management practices favor a traditional approach, and organizations generally have a patriarchal structure. The organization is usually subordinated to the individual. Planning is fatalistic rather than futuristic, with staffing and leadership practices that contrast with American styles. (MSE)

ED 304 912 FL 017 869

Koike, Shohei

What Is Business Japanese? Designing a Japanese Course for Business Communication.

PUB DATE- Apr 88
NOTE- 18p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Course Content; *Cultural Education; Higher Education; Instructional Materials; *Japanese; *Languages for Special Purposes; *Program Development; Second Language Instruction; Uncommonly Taught Languages; Undergraduate Study
IDENTIFIERS- *Eastern Michigan University

Experiences in developing "Business Japanese" courses for the undergraduate major in Language and International Trade at Eastern Michigan University are described. In 1987, six new courses in Japanese were proposed so that Japanese could be offered as a language specialty in the program. Issues considered in defining business Japanese and in developing objectives for the courses are outlined, and the assumptions made in establishing realistic expectations of what students can learn in the available time are investigated. Considerations and conclusions concerning the inclusion of culture in the language courses are also discussed. Three proposed courses (Japanese for International Trade, and Business Japanese I and II) are described, and instructional materials are listed. Two pages of curriculum materials are appended. (MSE)

ED 304 546 CE 052 062

Hollenbeck, Kevin
Determinants of Instructional Delivery and Organizational Outcomes in Postsecondary Occupational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 41p.; For related documents, see ED 299 431-432 and CE 052 061.
CONTRACT- V051180002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Programs; Delivery Systems; Demography; Educational Attitudes; Females; Higher Education; *Institutional Characteristics; Males; Minority Groups; Models; *Personnel Policy; Student Characteristics; Teacher Attitudes; *Teacher Salaries; *Teaching Methods; *Vocational Education

This study presents a statistical picture of the faculty who are delivering instruction in occupational or technical programs at postsecondary institutions. It examines the demographic and educational background characteristics of the faculty, job conditions, perceptions of institutional policies and mission priorities, and perceptions of student characteristics. It also develops and tests models of salaries, instructional methods, and organizational outcomes to demonstrate causal relationships that administrators and policymakers may find useful for implementing change. Data were obtained from a survey of postsecondary occupational education institutions conducted by the National Center for Research in Vocational Education. The study found that the factors that most influence instructional methods are institutional characteristics, class size and adequacy of materials/equipment, perceptions of institutional mission, and education and training of instructors. The institution's salary/personnel policies are not related to instructional methods.

The factors that best explain organizational outcomes include perceptions of students, perceptions of the institution's salary policies, instructional methods, experience of the instructor, and job characteristics. Institutional characteristics, institutional mission perceptions, and educational backgrounds of the instructors do not seem to influence organizational outcomes. Salaries are determined by institutional factors, job characteristics, and personal characteristics. (KC)

Pennsylvania Council on Vocational Education: Nineteenth Annual Report, 1988.

Pennsylvania State Council on Vocational Education, Harrisburg.

PUB DATE- 88
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Advisory Committees; *Educational Trends; Enrollment; Federal State Relationship; Job Placement; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Secondary Education; *State Federal Aid; *State Programs; *Vocational Education
IDENTIFIERS- *Pennsylvania Council on Vocational Education

This annual report outlines the activities of the Pennsylvania Council on Vocational Education for the year 1987-88 and provides an overview of the status of vocational education in the state. The activities of the council included public meetings on vocational education, a review of the use of federal vocational education funds in the state, a study of the vocational education delivery system, recommendations to the State Board of Education, and compliance reviews for vocational education institutions. The overview of the status of vocational education in Pennsylvania reports programs offered, enrollment, adult vocational enrollment, student organizations, expenditures, special populations, mainstreaming, job placement, earnings of graduates, and job training programs for employers. A special section in the center of the report profiles successful vocational education programs throughout the state. (KC)

ED 304 574 CE 052 109

Promotion Begins with PR. A Public Relations Guide.
Maine Association of Vocational Administrators.
PUB DATE- 88
NOTE- 73p.
AVAILABLE FROM- Vocational Curriculum Resource Center of Maine, Kennebec Valley Vocational Technical Institute, P.O. Box 29, Fairfield, ME 04937-0029.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Guidelines; Postsecondary Education; *Program Development; *Publicity; *Public Relations; School Community Relationship; School Publications; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Maine

This manual was developed to help vocational teachers and administrators in Maine to promote vocational education using a variety of techniques and media. Practical guidelines are offered for: (1) developing a plan for promotion and public relations; (2) compiling the facts; (3) developing media relations; (4) using printed and broadcast communications; (5) writing press releases; (6) developing public service announcements; (7) using clip art; (8) taking pictures for publication; (9) producing a video; (10) compiling effective newsletters; (11) producing yearbooks and supplements; (12) writing handbooks for teachers, students, and parents; and (13) other public relations techniques and guidelines. An advertising, marketing, and communications directory for the state of Maine is included in an appendix to the guide. (KC)

ED 304 603 CG 021 476

Chwalisz, Kathleen D.; And Others
Qualitative Versus Quantitative Social Support as a Predictor of Depression in the Elderly.
PUB DATE- Aug 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Depression (Psychology); *Older Adults; Predictor Variables; Social Networks; *Social Support Groups
IDENTIFIERS- *Qualitative Social Support; *Quantitative Social Support

This study examined the relationship between qualitative and quantitative indicators of social support in the prediction of depression. Quantitative indicators were examined with regard to their direct effects on depression as well as their indirect effects through their relationship to perceived social support. Subjects were 301 community-dwelling elderly persons who were age 65 or older and in good physical and mental health. Subjects were interviewed three times; depression was assessed by the Zung Self-Rating Depression Scale, perceived social support was assessed by the Social Provisions Scale, and the networks of social relationships that provided respondents with each of the social provisions were assessed through personal interviews. The results revealed that perceived qualitative social support had a significant negative effect on later depression. Qualitative social support also was significantly correlated with initial levels of depression. Perceptions of being supported in ways such as through social integration, reassurance of one's worth, guidance from others, assistance from others, and the opportunity to nurture others had an important effect on whether or not an elderly subject became depressed. Findings support the contention that some minimum quantity of support is necessary to provide the qualities of support. Furthermore, quantitative social network characteristics, density and number of kin, predicted depression in the elderly over and above their effects on the perceived qualitative aspects of support. (NB)

ED 304 692 CS 211 683

Dobie, Ann B.
Strategies for Teaching Spelling.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Learning Strategies; Memory; Mnemonics; *Multisensory Learning; Orthographic Symbols; *Spelling Instruction; *Teaching Methods; Verbal Communication; Word Recognition

Instructors who accept responsibility for improving the spelling of their students, must, to be successful, turn that responsibility over to the students. Abjuring their position as rule givers, effective spelling teachers encourage students to pursue their study inductively by exploring the relationship of the spoken language to the written form, looking for why words are spelled as they are, finding orthographical regularities, and discovering their own mistakes. Students' problem words become the subject of error analysis, and exercises call for using them in different forms and contexts. The most effective skill-building techniques are also inductive. The following techniques can be used to turn weak spellers into strong ones: (1) urge students to identify and make a list of their problem words, analyze the list looking for patterns of misspellings, and then write their own "rules" which would help them avert the problem next time; (2) give the students learning strategies that activate the senses; (3) urge them to use mnemonic devices; (4) present the words in groups; (5) encourage them to use phonetics to help guide their spelling; (6) use latent learning; (7) teach them to use the rules of spelling; and (8) finally, use modern technology such as a spellchecking typewriter. The strength of this approach is that students acquire techniques they can use long after a course has ended to become more confident and effective spellers. (RAE)

ED 304 826 EC 212 520

Assessment and Education of Young Hispanic Children with Deafness.
Abstract 20. Research & Resources in Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

PUB DATE- Oct 88

NOTE- 3p.

CONTRACT- RI8806200

AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of $5.00 prepaid).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Advocacy; Case Studies; *Deafness; *Educational Diagnosis; *Educational Policy; Ethnography; Family Relationship; Handicap Identification; *Hearing Impairments; *Hispanic Americans; Parent Participation; Preschool Education; Primary Education; Student Evaluation; Student Needs; *Student Placement

A summary is presented of a 2-year ethnographic study of the intake process (involving assessment, placement, and educational programming) of 12 Hispanic deaf and hearing-impaired children, aged 3-8. The study, titled "Schooling the Different: Ethnographic Case Studies of Hispanic Deaf Children's Initiation into Formal Schooling" by Adrian Bennett, collected data from formal assessments, case conferences, teacher/parent meetings, written reports, and home and classroom interactions. The study revealed gaps between policy guidelines and actual practice, especially concerning the measurement of the needs and abilities of the children and the active participation of parents. The study found that the source of "problems" was attributed to the child or home environment rather than to the interaction between the child and classroom milieu. In general, Hispanic parents demonstrated skill in providing strong supportive relationships within the family for their deaf or hearing-impaired children, but lacked the knowledge needed to make their voices heard in institutional systems. Implications of these findings are outlined. (JDD)

ED 304 869 EC 220 541

Cheney, Christine, O.
Preventive Discipline through Effective Classroom Management.
PUB DATE- 3 Apr 89
NOTE- 18p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Problems; Classroom Environment; *Classroom Techniques; *Disabilities; *Discipline; Elementary Secondary Education; *Prevention; Teacher Role; Teacher Student Relationship; Theory Practice Relationship

Discipline problems in both regular and special education settings can be prevented through the effective use of three key elements: (1) organizational management of classroom elements; (2) anticipation and re-direction of student behavior; and (3) positive, encouraging interactions with students. Organizational management of classroom elements takes into consideration the physical arrangement of the classroom, a consistent schedule of activities, procedures for handling classroom routines, and rules for classroom behavior. Anticipation and re-direction of circumstances that may lead to misbehavior can occur in three ways: through lesson planning and delivery, through the use of specific teacher behaviors, and through knowledge of individual student behavior patterns. Finally, creating a positive, encouraging classroom environment calls for high levels of student success and involvement in classroom activities, the use of encouragement instead of praise, and an attempt to avoid criticizing or demeaning students when they misbehave or make academic errors. (JDD)

ED 304 898 FL 017 855

Ben-Yoseph, Miriam
Designing and Delivering Cross-Cultural Instruction.
PUB DATE- Apr 88
NOTE- 26p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Course Content; *Course Descriptions; *Cross Cultural Training; *Cultural Awareness; Higher Education; *Instructional Materials; Problem Solving; Proverbs; Short Stories
IDENTIFIERS- *Northwestern University IL

A course on management in a cross-cultural environment was designed to address dilemmas and opportunities that individuals might encounter in work or study. The course attracted students with a broad variety of backgrounds. A main textbook was supplemented with readings, guest lectures, and a variety of class activities including case studies, exercises using critical incidents, games, and films. The critical incidents (descriptions of simple, believable situations) promoted class discussion and problem-solving skills. Readings of fictional short stories provided examples for the study of stages of cross-cultural adjustment. Proverbs were used for examining cultural and universal values. An exercise on marital roles in cultures stimulated heated discussion. Guest speakers and films were introduced near the end of the course when students would have a greater appreciation of their messages. Students' final class presentations enhanced the sense of shared responsibility for learning. Student response to the course was favorable. A brief bibliography and some course materials are included. (MSE)

ED 304 634 CG 021 508

Anderson, Mary
Counseling Families from a Systems Perspective. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Counseling Techniques; *Counseling Theories; *Family Characteristics; *Family Counseling; Family Problems; *Systems Approach
IDENTIFIERS- ERIC Digests

This digest briefly reviews theoretical models for counseling dysfunctional familes, then discusses the use of systems theory in counseling families. It lists the characteristics of a dysfunctional family, explains family systems intervention, discusses the goals of family treatment, and describes several family systems counseling techniques. (NB)

ED 304 663 CS 009 548

Allen, Diane D.
Oral and Silent Reading Rates of Fourth Grade Students: Are All Good Readers Fast Readers?
PUB DATE- Nov 88
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 4; Intermediate Grades; *Oral Reading; Reading Instruction; Reading Processes; *Reading Rate; Reading Research; Reading Tests; *Silent Reading; Test Construction; Test Use
IDENTIFIERS- *Reading Fluency

A study examined oral and silent reading rates at various levels of difficulty to establish criterion rates for fluent reading at the fourth grade level. Subjects, 27 male and 45 female students from 6 classes in 3 public schools in central Oklahoma who read at an average of more than one year above grade placement, had their oral and silent reading rates measured for a variety of difficulty levels. Comparisons of the mean rates established by this study with mean rates established in previous studies indicate serious inconsistencies. The oral and silent reading rates obtained in this study indicate a decrease in the rate of reading in the past 20 years. Findings suggest that rate should not be considered as a factor in word recognition and comprehension tests but should be measured as a separate component of the reading process. Instructional time should be directed to the improvement of rate and the development of flexibility in rate. (Two tables of data are included.) (RS)

ED 304 709 CS 211 760

Page, Mary; And Others
Rules of the Game: Grammar through Discovery 1.
REPORT NO.- ISBN-0-8388-2237-1
PUB DATE- 89
NOTE- 99p.
AVAILABLE FROM- Educators Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02238-9101 (No. 2237, $4.50).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *English Instruction; *Grammar; Secondary Education; Teaching Methods; Workbooks; Writing Exercises

Designed to encourage students to discover that grammar merely represents the patterns that exist in language, this book presents lessons on 19 grammar points: nouns; pronouns; verbs; subjects; capitalization; end punctuation; commas; sentence fragments; run-on sentences; contractions; possessives; quotation marks; adjectives; adverbs; prepositions; interjections; conjunctions; compounds; and subject and verb agreement. Each lesson begins with examples, definitions, and directed questions, followed by exercises that rely on both traditional and nontraditional approaches. For example, students may be asked to follow sentence patterns, write their own sentences, choose effective modifiers, or combine sentences. Comprehensive exercises for parts of speech, sentences, punctuation, and errors are included at the end of the book, and can be used to supplement, diagnose, or evaluate students. (MM)

ED 304 856 EC 212 552

Walter, Gerard G.; And Others

Attrition and Accommodation of Hearing-Impaired College Students in the U.S.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 23 Jul 87
NOTE- 24p.; Paper presented at the National Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (10th, Washington, DC, July 23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; College Students; *Dropout Rate; *Hearing Impairments; Higher Education; Social Integration; *Student Attrition; *Student Personnel Services; *Withdrawal (Education)

A survey of 145 postsecondary programs for hearing-impaired students in North America gathered data pertaining to attrition rates. Estimated attrition rates were found to be lowest for the group of programs primarily offering diplomas, with a rate of 59 percent, and highest for those offering Associate degrees, with a rate of 79 percent. Open-ended interviews were conducted with 20 students who transferred from a mainstream postsecondary program to the National Technical Institute for the Deaf. Three reasons were identified to explain the students' withdrawal from their first college: inability to communicate with teachers, inadequate support services, and limited opportunities for social interaction with peers. It is concluded that accommodations to meet the special needs of hearing-impaired learners may not be adequate to ensure their graduation, and a reason for the high rates of attrition may be a lack of social and academic integration of hearing-impaired students into mainstreamed college life. (JDD)

Partridge, Susan
Consideration of Adults' Learning Styles and Life Styles for Better Literacy Programs: A Discussion.
PUB DATE- 89
NOTE- 16p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Cognitive Style; Language Experience Approach; Learning Strategies; *Literacy Education; *Program Improvement; *Reading Instruction; *Student Characteristics; Teaching Methods

Adult literacy programs could be improved by determining the learning styles and life-styles of individual students and incorporating the findings into the instructional program. Many researchers have looked at adult students' lives and suggested teaching methods based on the studies. Some suggest using an instrument for identifying adults' learning styles, such as the "Productivity Environmental Preference Survey" by Dunn, Dunn, and Price. An explanation of adult learning styles identified by David Kolb was offered by Kornhonen and McCall. Their work classifies adults as convergers, divergers, assimilators, and accommodators. It also explains the two levels of learning, rote and understanding. Current research shows that a number of people are interested in finding ways of improving literacy programs and sharing their findings with others. Some suggestions from the literature for improving programs include the following: (1) helping students to understand themselves and to understand what reading truly is; (2) keeping the sensitivities of individual students in mind as writing is incorporated in the reading experience; (3) sharing by administrators and instructors of the responsibility for providing the best programs for students; and (4) always keeping in mind the uniqueness of each student. (KC)

ED 304 533   CE 052 037

Greene, Margret
Daily Living Skills at Your Fingertips. Daily Living Skills for 0-4 Level Adult Basic Education Students. Curriculum and Teacher Guide.
Harrisburg State Hospital, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 88
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Curriculum Guides; *Daily Living Skills; *Disabilities; *Normalization (Handicapped); *Rehabilitation; Special Education; Teaching Guides
IDENTIFIERS- 310 Project

A curriculum and teacher guide are provided for a program to teach daily living skills to 0-4 level adult basic education students. The guide presents a method of instruction and lists the materials provided. Teaching plans (content outlines) are provided for these areas: cooking, housekeeping, laundry, leisure skills, and medication awareness. A pre/post-test and word list are included for each area. A list of supplementary reading sources is appended. The curriculum and teacher guide are accompanied by curriculum flash cards that are intended for use with the flip chart which is also included. (YLB)

ED 304 561 CE 052 091

Promotion of Cooperation amongst Research and Development Organizations in the Field of Vocational Training. Working Meeting (Berlin, West Germany, September 13-14, 1988).

European Centre for the Development of Vocational Training, Berlin (West Germany).

PUB DATE- 88

NOTE- 223p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Education Work Relationship; Foreign Countries; *Job Training; Postsecondary Education; Program Development; *Research and Development; *Research Projects; Secondary Education; *Vocational Education

IDENTIFIERS- Belgium; Denmark; France; Greece; Ireland; Italy; Luxembourg; Netherlands; Portugal; Spain; United Kingdom; West Germany

This document reports the proceedings of a research forum on vocational training. Following an introduction that outlines the course of the meetings, the following 13 papers are included in the proceedings: "Report by the National Employment Office (ONEM)" (Belgium); "Training Research and Development" (National Manpower Service, Belgium); "Vocational Teacher Training--Current Features of Research and Development Work" (Denmark); "Report on the Activities of the Federal Institute for Vocational Training" (Berlin/Bonn); "Report on Research by the Centre d'Etudes et de Recherches sur les Qualifications" (Paris); "Progress Report on Summary of Investigations and Activities" (Institute for Technological Education, Athens); "Summary of Major Research and Development Projects" (Training and Employment Authority, Dublin); "Report on Training Development in Italy" (Istituto per lo Sviluppo della Formazione Professionale, Rome); "Report of the Chamber for the Promotion of Craft Trades in the Grand Duchy of Luxembourg"; "Current and Recently Completed Research in the Netherlands" (Vocational Education Research and Support Centre and State University of Utrecht); "Report of the Institute of Employment and Vocational Training" (Lisbon); "National Research and Development Projects" (National Employment Institute, Spain); and "Government Sponsored Research and Development in Vocational Education and Training in the United Kingdom" (Training Commission, Sheffield). A list of conference participants is included in the report. (KC)

ED 304 575 CE 052 110

The Hospitality Industry. A Proposed Vocational Course.
Greenville Union School District 60, ME.
PUB DATE- May 88
NOTE- 120p.; Prepared by the staff at Greenville High School.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Organization; Curriculum Development; *Food Service; High Schools; *Hospitality Occupations; Leisure Time; Planning; *Recreation; Recreational Activities; Recreational Facilities; Tourism; *Travel

This curriculum guide outlines a proposed course in the hospitality industry for Greenville, Maine, High School. The course would be organized in four areas--lodging, recreation, travel, and food service--from which the individual instructional units would be developed. This guide contains the following course information for each of the four areas: time, class size, class organization, and scope of course. It also includes objectives matched with suggested learning activities for each course. The courses are planned to include interaction with the hospitality facilities in the area. (KC)

ED 304 590 CE 052 134

Mills, Steven; And Others

Welcome to dBase III Plus Advanced. Learning Activity Packets.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 108p.; For a related document, see CE 052 133.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. 80-3021).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Computer Assisted Instruction; Computer Software; Database Design; *Database Management Systems; *Databases; Data Processing; *Individualized Instruction; Learning Activities; Learning Modules; Management Systems; Office Occupations Education; Pacing; Postsecondary Education; Secondary Education
IDENTIFIERS- *dBase III Plus

This learning activity packet (LAP) contains five self-paced study lessons that allow students to proceed along a 22-hour course of study for dBase III Plus Advanced at their own pace. It continues the introductory dBase III Plus course. The lessons are organized in the following way: objectives, completion standard, performance standard, a list of required materials, unit test, and exercises (applications of the operations to measure the laboratory competency of the student in regard to the materials presented in the LAP). Most lessons are presented in a "read and do" format. The lessons are: linking and updating multiple files; inputting and outputting to other programs; writing simple programs; system design and program development; and applications generator. Unit tests for each lesson and answer keys for the tests and all exercises are appended. These lessons have been prepared for use with the IBM Personal Computer. (YLB)

ED 304 649 CG 021 524

O'Reilly, Patricia

The Impact of Sex-Role Stereotyping on Human Development. Monograph, Volume 3, Number 1.

Ohio State Univ., Columbus. Center for Sex Equity.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- Feb 88

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Collected Works - Serials (022)

DESCRIPTORS- Adolescent Development; Child Development; Elementary Secondary Education; *Sex Bias; *Sex Discrimination; *Sex Role; *Sex Stereotypes; Social Attitudes; Teacher Attitudes

A stereotype is a standardized mental picture based on a common characteristic of a group of people, representing an oversimplified opinion or an uncritical judgment that is not reality-based. In order to understand the psychological basis of sex-role stereotyping it must be understood that the stereotype of men as strong, independent, and in control is based on psychological norms of mental health. Sex-role stereotypes begin at birth when babies are treated in stereotypic ways by families. Teachers continue stereotypic attitudes, regarding girls as better behaved and boys as having better bodies and brains. Sex-role stereotypes are often continued by peers, especially in puberty when sex-role expectations become even clearer. In language and communication, sex-role stereotypes are promoted through such thing as the Miss and Mrs. terms, which denote a woman's relationship to a man. Schools can perpetuate sex-role stereotypes through the teachers' unconscious attitudes, feminine atmospheres in elementary schools, sexist language in texbtooks, and by not challenging women high school students to take adequate mathematics and science courses. Bias against women in the workplace still exists. Stereotypic views of men and women are constraining and harmful to both genders. To correct this, each person can treat others as individual human beings, and not only as members of a group. Respect for the individual will enrich everyone's life, and only when it is achieved can people begin to challenge and change sexism in society. (ABL)

ED 304 678 CS 009 567

Rosaen, Cheryl
Interventions to Teach Thinking Skills: Investigating the Question of Transfer. Elementary Subjects Center Series No. 6.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 77p.
CONTRACT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($6.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Critical Thinking; Elementary Education; *Learning Strategies; Problem Solving; Productive Thinking; Skill Development; *Transfer of Training
IDENTIFIERS- *Thinking Skills

This review examines 12 programs designed for use in classrooms to develop "general thinking skills" used in learning and problem-solving situations inside and outside classrooms. Analysis of program features focuses on the extent to which each program shows promise in helping students transfer the skills they develop through completing program exercises to other learning situations. It is argued that programs with multiple goals are more likely to promote transfer of skills than those that promote the single goal of particular skill development. Thus, programs that also focus on three additional goals (developing metacognitive awareness and strategies; conditional knowledge of contexts for knowledge and skill use; and attitudes and dispositions conducive to using the skills) show more promise. Other program features that increase the likelihood of transfer are (1) program materials are content related; (2) teaching methods include a high degree of teacher mediation; (3) transfer of skills is directly taught; and (4) teachers are trained to use the materials. It is concluded that interventions to teach thinking skills can be useful tools, but they need to be used in conjunction with occasions for students to develop and use higher order thinking in subject area learning. (Forty-eight references are attached.) (Author)

ED 304 724 CS 506 556

Neumann, David
Small Group Communication: An Experiential-Adventure Based Format.
PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Kansas City, MO, April 13-16, 1989). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; *Class Activities; *Experiential Learning; Group Dynamics; Higher Education; *Interpersonal Communication; Teaching Methods
IDENTIFIERS- Rochester Institute of Technology NY; *Small Group Communication

At the Rochester Institute of Technology, a course was created which took students out of the traditional classroom setting in order to teach small group communication in an experiential-adventure based format. The course was designed by a faculty member in Communications and the Coordinator of Outdoor Experiential Education. Based on a survey of 10 small group communication textbooks, 10 topics were selected for the course: communication models, group development, cohesion, norms, verbal and nonverbal communication, decision making, leadership, roles, conflict and competition, and empathy and trust. These topics were approached using assigned reading, short quizzes, brief lectures and class discussions, a research paper, and experiential activities--many of them adventure-based--taking place at a facility on campus known as the Red Barn, run by the Outdoor Experiential Education Program. Each activity was designed to reflect concepts related to small group communication. This experiential approach to teaching small group communication seemed to be effective and popular. The combination of a thorough plan, strategic sequencing of materials, clearly structured experiences, and frequent discussions relating the experiences to the subject matter is essential if these techniques are to be used successfully. This course has remained popular in its second and third offerings. (Eighteen references are attached.) (SR)

ED 304 753 EA 020 749

Hurwitz, Howard L.
The Last Angry Principal.

REPORT NO.- ISBN-0-89420-255-3
PUB DATE- 88
NOTE- 261p.
AVAILABLE FROM- Halcyon House, P.O. Box 8795, Portland, OR 97207-8795 ($14.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authoritarianism; Autobiographies; Conservatism; *Discipline; High Schools; *Opinions; Personal Narratives; *Politics of Education; *Principals; School Community Relationship; Student Rights
IDENTIFIERS- Hurwitz (Howard L); *New York City Board of Education

In March 1976, Howard L. Hurwitz, then a principal in Long Island City Schools, was barricaded in his office by community supporters to prevent him from being fired for an action he took to maintain discipline in the school. This book is Hurwitz's personal account of his subsequent struggles with the New York City schools, including his arrest by a federal judge for refusing to submit to him data on the race and ethnic origins of teachers and students at Long Island City High School. From these personal accounts, the book moves to a broader discussion of the breakdown of order and discipline in schools, and the steps that now must be taken to restore excellence to schools. These latter chapters include the following: (1) "Peace Strikers Declare War on Schools;" (2) "Students' Rights and Wrongs"; (3) "Free Press: Student Style"; (4) "Discipline: Underpinning of Learning;" (5) "Teachers' Strikes: A Sword That Cuts Two Ways"; (6) "Decentralization: Cutting the Big Apple into Small Pieces"; (7) "Racial-Ethnic Spoils System Spoils Schools"; (8) "Bilingual Education: Political Ripoff"; (9) "A Profession at Risk"; and (10) "Can We Save Our Sinking Schools?" (TE)

ED 304 769 EA 020 781

Gabriel, Roy M.; Langhorst, Beth Hoover
Uses of the Regional Database, 1987-88. OERI Database and School Profiling Project.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 34p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Database Design; *Database Management Systems; Database Producers; *Databases; Elementary Secondary Education; *Information Retrieval; *Information Storage; Online Vendors; Research Tools; *School Statistics
IDENTIFIERS- *Northwest Regional Educational Laboratory
This report describes and illustrates the Northwest Regional Laboratory's (NWREL) Database and School Profiling project. Uses and implications for future data assembly and database design activities are explained. Analysis of the database has impacted evaluation and policymaking activities regarding at-risk youth, rural education, early childhood education, American Indian education, and local strategic planning activities. Two groups compose the database's content. The first group contains data from the U.S. Census on 1,300 school districts in the Northwest classified according to district size, rurality, and poverty; ethnic composition of districts; dropout statistics; and educational attainment of adults in a district. The second group contains data from state assessment and evaluation files in the Northwest region according to student achievement, attitudes, and behavior; enrollment and attendance; participation in special programs; and teacher experience. The conclusion lists lessons learned, which include difficulties in data gathering such as outdated data and merging data from different sources. It also mentions possible directions for the future, which include using a commercial database. An appendix defines the indicators used in the Oregon district files. (JAM)

ED 304 798 EA 020 844

Becnel, Shirley; And Others
An Application of Survey Research to Private/Parochial Educational Administration. Survey 2.
PUB DATE- Mar 89
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For earlier survey, see ED 282 318.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Catholic Educators; *Catholic Schools; Community Influence; Educational Change; Elementary Secondary Education; Occupational Surveys; *Parochial Schools; Private Education; Reduction in Force; Resource Allocation; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Christian Brothers

The Christian Brother organization, the largest order of teaching brothers in the Catholic Church, is currently facing a shrinking work force which is forcing the organization to rethink its current allocation of resources. Two surveys were administered to 163 brothers within the New Orleans/Santa Fe district; the response rate for the first survey was 89% and for the second survey, 70%. The purpose of the surveys was to establish a data base upon which to predicate internal decisions affecting the district, the community, and the individual brothers. The data from the first survey were used to draft preliminary proposals for change. The second survey provided specific information regarding the personal perceptions of the brothers. The survey instrument addressed several categories: community life style and training, brothers' perceptions of staffing policies, retirement data, and brothers' expectations of district administrators. The research data from both surveys are included (in the text and in appendix A). The survey findings showed that conservative attitudes were dispersed among young and old. Additionally, the surveys identified worksites that were undesirable to all groups as well as worksites that were viewed with mixed perceptions. Appended are the details of the first survey results, copies of the two survey forms, and a list of 12 references. (SI)

ED 304 812 EC 212 502

Ysseldyke, James E.; And Others
Alternate Explanations for Learning Disabled, Emotionally Disturbed, and Educable Mentally Retarded Students' Reading Achievement. Research Report No. 10. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 49p.; For related document, see EC 212 503.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Ability; Cognitive Style; Elementary Education; Family Environment; Labeling (of Persons); *Mild Disabilities; *Performance Factors; *Reading Achievement; Reading Difficulties; Student Behavior; *Time on Task
IDENTIFIERS- Teacher Stress

The study investigated alternative explanations for differences in reading achievement between pairs of handicapped students exhibiting comparable amounts of academic engaged time. Forty-six students in grades 2-4 from urban and suburban districts participated; 16 were classified as learning disabled (LD), 14 as emotionally/behaviorally disturbed (EBD), and 16 as educable mentally retarded (EMR). Explanations investigated were student demographics, cognitive functioning, home and family factors, teacher stress, student cognitions (including cognitive style), student motivation, behavior, and conditions in the learning environment. Creating composite variables (specifically attitude/modeling by significant others, stress/chaos in the child's environment, and home-school cooperation) was not helpful in explaining reading achievement differences for the matched sample. Of all factors investigated, only cognitive ability served as a consistent explanation for differences in reading achievement for students matched on academic engaged time. In almost all cases, higher achieving students scored higher on measures of cognitive ability than their matched lower achieving peers. Results do not otherwise indicate any clearcut pattern of factors important for reading achievement. It is suggested that diagnosticians need to engage in problem-solving for individual children rather than labeling students as LD, EBD, or EMR. (Author/JW)

ED 304 841 EC 212 536

Robinson, Suzanne M.

Oral Language: Developing Pragmatic Skills and Communicative Competence. Chapter Thirteen.
PUB DATE- 88
NOTE- 25p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; *Communicative Competence (Languages); Elementary Secondary Education; Intervention; *Language Skills; Listening Skills; *Mental Retardation; Models; Oral Language; *Pragmatics; *Skill Development; Student Evaluation *Teaching Methods

This paper addresses the use of language for learning for students with mental disabilities. It focuses on language comprehension, retrieval and recall of previously presented information, and general effectiveness in integrating language skills for the purpose of successful functioning in a classroom or other social context. The paper begins with an overview of the language demands of the school setting. Two models of communication skills are presented that provide frameworks to analyze student strengths and weaknesses and the language demands of the setting, and provide structures for organizing appropriate intervention strategies. First, a model for understanding conversation and necessary conversational skills organizes pragmatic language skills into three primary components: communicative intentions, presupposition, and the social organization of discourse. Then a model for understanding listening skills examines different components including the message, the cognitive processes involved in effective listening, and the listener's response. Strategies to improve the oral language of instruction involve improving communicative intentions, presupposition skills, and management of and participation in discourse. Strategies to improve listening skills call for the development of improved attention, language, memory, and comprehension skills. (JDD)

ED 304 870 EC 220 542

Schrag, Judy A.
Fostering School Reform at the State Level.
PUB DATE- 3 Apr 89
NOTE- 11p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; *Disabilities; *Educational Change; Elementary Secondary Education; *Program Development; Special Education; *State Programs; *Statewide Planning; Theory Practice Relationship
IDENTIFIERS- Washington

Strategies are presented for fostering statewide program development and refinement in the field of special education. Sixteen observations about change are presented, with examples from various Washington statewide initiatives. Among the observations are the following: Reform should be promoted from within by empowering schools to explore alternatives, rather than calling upon outside authorities for solutions. Pilot programs can serve as effective models for demonstrating innovations. Fads and extremism do not take full advantage of prior experience and should be avoided in favor of gradual implementation of reforms stressing enhancement. Program development and refinement should be systematic and data-based, allowing for modifications learned through implementation. Strategies for change should be based at the building level and responsive to the principal. Reform should involve all stakeholders in the educational community. Clear communication of goals and timelines is necessary to avoid goal overburden and to minimize resistance to change. Staff development is an integral part of the planning and implementation of reform. Finally, it is important to safeguard the rights of handicapped children during the process of change. (JDD)

ED 304 899 FL 017 856

Dukes, Thomas
"Whar You From?": Teaching Cultural Differences in the Business Communication Classroom.

PUB DATE- Apr 88
NOTE- 9p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Classroom Techniques; *Cultural Awareness; *Cultural Differences; Cultural Images; Discussion (Teaching Technique); Higher Education; *Intercultural Communication; *Perspective Taking; Role Perception; Role Playing; Stereotypes; *Student Attitudes

One of the most difficult tasks business and professional communication teachers face is teaching students to appreciate cultural differences and their effects on business communication, both domestically and internationally. Students from a homogeneous background may dismiss or disparage cultural differences. Some classroom exercises can help give students a sense of other cultures, including a view of their own culture as "other." One exercise has students speculate aloud about customs and manners of other parts of the country and about the origins of their opinions. Students then assume the roles of people from different parts of the country, and finally, list three stereotypes about the people they love that they do not want others to have. A second exercise has students compare cultural differences with differences among executives and executive levels in any organization, including a comparison between themselves and their bosses. This addresses the role of power in relationships. Students then discuss ways they have seen American culture transferred to other cultures. The third exercise has students research other countries and businesses. Students then role-play a brief intercultural meeting. These exercises help reduce student provincialism and heighten cultural awareness. (MSE)

ED 304 913 FL 017 870

Setliff, Rebecca J.; Taft, Lori A.
Intensive Language and Culture Orientation Program for Japan.

PUB DATE- Apr 88
NOTE- 12p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Cross Cultural Training; Cultural Awareness; *Cultural Education; Engineering; Foreign Countries; Higher Education; *Intensive Language Courses; Language Proficiency; Languages for Special Purposes; Professional Training; Program Administration; Program Design; Second Language Instruction
IDENTIFIERS- *Japan; *University of Pittsburgh PA

The Language and Culture Institute of the University of Pittsburgh has developed a 13-week program of pre-assignment training for engineers given corporate assignments in Japan. The Institute offers the corporations three components in this intensive seminar: program administration, language training, and culture training. The program administration component includes program coordination (maintaining contact with participants, overseeing daily operations of the teaching staff, coordinating cultural component activities, trouble-shooting, and serving as liaison with the corporation) and budget preparation. The goal of the language training is to help students achieve Japanese language proficiency equivalent to that of one to four years of college instruction. The culture orientation is intended to develop sensitivity to the new culture's customs and philosophies. Each seminar is designed for a specific group and is budgeted, planned, and evaluated separately. While each program presents its own set of challenges and complications, a general structure for planning and budget development is now in place, and evaluation measures are being researched. (MSE)

ED 304 547 CE 052 063

Hollenbeck, Kevin

Employer Perceptions of Vocational Education in South Dakota. Volume I: Findings and Recommendations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- South Dakota State Council on Vocational Education, Pierre.

PUB DATE- Jun 87

NOTE- 55p.; For volume II, see CE 052 064.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Employer Attitudes; Employment Patterns; *Employment Practices; Postsecondary Education; Secondary Education; Surveys; *Vocational Education; *Vocational Followup

IDENTIFIERS- Employer Surveys; *South Dakota

Businesses in South Dakota were surveyed to gauge employers' perceptions of vocational education, to determine the extent of private sector interaction with vocational education, and to document employers' experiences with vocationally trained and nonvocationally trained employees. The statistically valid random sample consisted of 347 small businesses, 319 large businesses, and 54 public sector employers. The major finding was that vocational education programs and graduates have solid employer support in South Dakota. A large share of employers had interacted with the vocational education system in some manner, for example, cooperative work experience programs, input in curricular decisions, or donations of equipment. Small businesses tended to be more positive toward vocational education than large businesses. A second major finding was the systematic differences between vocationally and nonvocationally trained workers. The employers praised cooperative work experience programs highly, showed strong support of the basic skill attainment of vocational education students, paid vocationally trained workers higher wages, and promoted them more quickly. Respondents made favorable remarks about certain programs but were critical of others. Several felt that courses should be developed and offered in specialized program areas. (YLB)

ED 304 604 CG 021 477

Lawrence, Margaret T.
Student Recognition of and Response to Suicidal Peers.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Empathy; Helping Relationship; Higher Education; *High Risk Students; *Identification; *Peer Relationship; Prevention; *Self Efficacy; *Suicide

This study was conducted to gain information that would be useful in designing effective suicide prevention programs for adolescents, thus expanding secondary prevention of suicide by teaching adolescents to be early detectors and gatekeepers to professional help for suicidal adolescent peers. College freshmen (N=1,131) were surveyed to discover if they could recognize suicidal behavior in their peers and if they knew a helpful response to make to suicidal peers. Level of perceived self-efficacy and emotional comfort in an affect-laden situation were also measured. The results revealed that subjects were able to recognize suicidal behavior in their peers, but were unsure of a helpful response to make to them. A model of self-efficacy, emotional comfort, knowledge of a helpful response, and knowledge of suicidal behavior predicted a student's intention to ask a suicidal peer directly, "Are you thinking about killing yourself?" Results of the study suggest that suicide prevention programs for adolescents should include educational experiences such as modeling, skill-training, and role-playing to increase self-efficacy and emotional comfort in affect-laden situations. (NB)

ED 304 618 CG 021 492

Planning the Comprehensive Concept.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- 88

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Dropout Prevention; Individual Needs; *Prevention; *Pupil Personnel Services; *School Counseling; Secondary Education; Secondary School Students; *Student Needs

The comprehensive concept for dropout prevention is a restructuring of the school to serve better the educational and developmental needs of students, based on meeting those needs on an individual basis. The basic approach to serving students is adjusted by lengthening the school day, developing a student support services team, implementing direct services to at-risk students, and utilizing mobile or part-time teachers to reduce class size. Other program components include counseling, emphasis on prevention, mentoring, and networking of school and community resources. Support personnel are most directly involved in the program, but all school personnel are involved in the comprehensive concept. Students benefit by improved self-concept, monitoring of risk factors, attention to individual learning styles, and involvement in extra-curricular activities. School staff benefit from reduced class size and paper work, positive partnerships with teachers, and improved morale. The school system benefits from a reduced dropout rate, improved attendance, and positive school climate. Financial needs are estimated to be $15,000 to $30,000 per year. (A list of research findings on students at risk are presented. Sample forms for the program are included.) (ABL)

ED 304 693 CS 211 697

Isensee, Elizabeth; Johnson, Roger, Jr.
Handbook for Writing Coaches.
PUB DATE- Sep 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Faculty; Higher Education; Humanities; Teacher Student Relationship; Teaching Methods; Tutoring; *Writing Instruction
IDENTIFIERS- *Writing Coaches

This handbook is based on experience with courses in which writing coaches participated, as part of the Program in Humanities at the University of Southern Mississippi. The courses were in the areas of humanities, philosophy, fine arts, and history. The handbook first defines a writing coach as a person who is attached to a class for the purpose of helping students write better. The handbook then presents 26 questions, and answers to these questions, on the writing coach's duties, qualifications, and other aspects of his/her responsibilities. (MS)

ED 304 739 EA 020 634

McKinlay, Bruce; Bloch, Deborah Perlmutter
Career Information Motivates At-Risk Youth.
Oregon School Study Council, Eugene.
PUB DATE- Jan 89
NOTE- 52p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 plus $2.00 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Career Exploration; *Consortia; Higher Education; *High Risk Students; High Schools; Information Centers; Institutional Cooperation; *Labor Force Development; *Motivation; Program Implementation
IDENTIFIERS- *Career Information System; *Oregon

This report addresses the concern that too many youth leave high school without constructive plans for the future. Career planning helps some young people develop a sense of connectedness leading to commitment and follow-through. The Career Information System (CIS) is an interactive, computer-based system helping students explore occupational and educational options in a personal way. First implemented in Oregon, CIS was developed for state and local use; now 360 schools, colleges, rehabilitation agencies, and other organizations belong to the Oregon CIS consortium. Also, a National Career Information System provides software, information, and technical assistance to CIS entities in 16 states. Drawing on a 1987 large-scale CIS survey and other research, this monograph discusses the ways that CIS programs help at-risk youth. Chapter 1 describes the survey research and addresses characteristics of high-risk youth and causes of the problems they face. Chapter 2 describes CIS in detail and explains why career information seems helpful to this population. Chapter 3 discusses elements of successful programs and introduces three model programs and related material (reproduced in Appendices B, C, and D). The final chapter presents guidelines for schools desiring to implement or improve a career information program for at-risk youth. (Survey results, additional model programs, and planning material appear in "Reducing the Risk: Using Career Information with At-Risk Youth," a 1988 CIS publication; appendix A contains ordering information). Included is a bibliography of 29 references. (MLH)

ED 304 784 EA 020 807

Anderson, Carolyn S.; Barr, Rebecca

Teacher Response to Proposed Changes in Grouping: Impact on Policy and Practice.

PUB DATE- Mar 89

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability Grouping; *Adoption (Ideas); Case Studies; *Change Strategies; Educational Change; Elementary Secondary Education; Feedback; *Grouping (Instructional Purposes); *Heterogeneous Grouping; Pilot Projects; *Teacher Attitudes

Grouping for instruction has characteristics that make existing structures, habits, and attitudes resistant to change. This case study accordingly describes a school district located 40 miles south of Chicago in which attempts were made to change attitudes about, and the practice of, instructional grouping over a 3-year period. Two ways are highlighted in which staff interest and involvement were solicited in the change process: formal feedback and pilot projects. The paper begins with a brief description of the district and a summary of the project. The subsequent section focuses primarily on teacher attitudes and fears that were expressed in the opportunities for feedback to the Program Council. These concerns included the belief that heterogeneous grouping is bad for students, that heterogeneous classes are larger than ability grouped classes, that the current curriculum "fits" ability grouping, that popular instructional strategies "fit" ability grouping, that school conditions will supersede any guidelines, that changed grouping requires retraining, that grouping guidelines would eliminate transitional grades, and that placement or reevaluation requires time and tools. The next section describes a series of pilot projects that were developed to explore alternative grouping strategies: seventh- and eighth-grade math level reduction; ninth-grade science level reduction; high school English shift from basic to regular; ninth-grade language arts basic level enrichment; ninth-grade movement from prealgebra to algebra; fifth-grade cooperative learning; sixth-grade team teaching; and a fifth-grade reading-as-thinking project. Conclusions from the study are enumerated, and references follow. (TE)

ED 304 827 EC 212 522

Patton, James R., Ed.; And Others
Setting Our Agenda: Proceedings of the Iowa Conference on Futures in Mental Disabilities (Cedar Rapids, Iowa, February 28-March 1, 1988).
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- 88
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classification; *Delivery Systems; *Educational Practices; *Educational Trends; Elementary Secondary Education; Family Influence; Federal Legislation; Financial Support; *Futures (of Society); Higher Education; High School Graduates; *Mental Retardation; Preschool Education; Preservice Teacher Education; Special Education; State Programs; Student Placement; Teacher Certification; Transitional Programs
IDENTIFIERS- *Iowa; Regular and Special Education Relationship

The current status and future directions of the field of mental disabilities in Iowa are discussed in the following papers, among others: "Regular Education Initiative and Its Impact on Mental Disabilities" (Carol Bradley); "Mild Mental Retardation Across the Lifespan: Current and Future Considerations" (James Patton); "Where We Are Now" (Greg Robinson); "Current Status of Graduates of Mental Disabilities Programs" (Patricia Sitlington); "Strengths and Weaknesses of our Graduates from the Adult Service Perspective" (Pat Steele); "Getting Them Ready for Transition" (Robert Miller); "The Funding of Special Education" (Tom Burgett); "A Comparison of Classrooms for Students with Mental Disabilities" (Ann Casey); "Current Issues and Future Prospects in Mild Mental Retardation Classification and Placement" (Daniel Reschly); "Ideas for Future Programming in Mental Disabilities" (Laurence Sargent); "Changing Families: Impact on Education" (Deb Brower); "Impact of Public Law 99-457, Part H" (Peggy Cvach); "Preservice Programs for the Preparation of Teachers for Students with Mental Disabilities" (Alan Frank); and "Future Considerations in the Area of Teacher Certification" (Dee Wilson). Priority issues and recommendations are outlined in the areas of national and state perspectives, transitioning to the early adult years, and considerations for future programming. Iowa funding procedures for special education are also discussed. (JDD)

ED 304 885 FL 017 842

Du-Babcock, Bertha; Babcock, Richard D.
Assessing the Importance of Second Language Competence: An Analysis of Expatriate Managers in Taiwan.
PUB DATE- Apr 88
NOTE- 12p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Qualifications; *Business Administration; Business Communication; *Chinese; Chinese Culture; Cultural Awareness; Cultural Differences; Foreign Countries; Foreign Nationals; *Intercultural Communication; *Language Attitudes; *Language Proficiency; Middle Management; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Taiwan

A study investigated the communication patterns among 11 foreign expatriate managers and 75 Chinese managers in Taiwan with four different levels of second language competence. In particular, the study examined (1) how foreign expatriate managers perceive the importance of second language competence; (2) how Chinese local managers perceive the importance of foreign expatriate managers' second language competence; and (3) how communication is affected by relative levels of competence in English and Chinese and by cultural differences. It was found that second language proficiency is becoming increasingly important, and that elementary Chinese language competence is of significant value for foreign managers, while intermediate Chinese competence does not aid foreign managers in on-the-job communication, except for listening in some group situations or as an aid in understanding Chinese culture. Foreign managers fluent in both Chinese and English experienced the highest communication effectiveness, and those with limited second-language proficiency but an appreciation of Chinese culture were better able to compensate for their second-language limitations. The significant payoffs in learning a second language appear to come at both ends of a Chinese-English language competency continuum, with fewer benefits accruing in the middle. (MSE)

Loesch, Larry C.
Assessing Counselor Performance. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communication Skills; Counselor Characteristics; *Counselor Evaluation; *Counselor Performance; *Evaluation Criteria; *Evaluation Methods; Outcomes of Treatment
IDENTIFIERS- ERIC Digests

This digest discusses several major issues in the area of assessment of counselor performance, looking at the need for counselor assessment, areas of assessment in counselor performance, evaluation methods, evaluators, and the time of assessment. Several recommendations are made for more effective assessment of counselor performance. (NB)

ED 304 664 CS 009 549

McInerney, John
Polishing the Whole Act.
PUB DATE- 10 Nov 88
NOTE- 8p.; Paper presented at the Annual Indiana University Fall Language Arts Conference (Bloomington, IN, November 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Class Activities; Grade 1; Oral Reading; Primary Education; Reading Aloud to Others; *Reading Instruction; Revision (Written Composition); Teaching Methods; *Writing Instruction
IDENTIFIERS- *Whole Language Approach

There are many ideas for class activities in a first grade whole language classroom that can make the class a richer environment without requiring a lot of time or preparation. "Whole language" is not a set of practices to teach reading; it is a set of beliefs, a philosophy about learning which derives from the notion of keeping learning whole and intact rather than fragmenting it into discrete bites. Activities include: (1) having students make up the rules for the class which are collected and sent home to parents; (2) having students write down one thing remembered from the previous day's lesson (but not grading or collecting it); (3) using pasted-together sheets of paper for students to write a continuing story which is shared with other students; (4) having one student each day write a sentence about something interesting to them which is put onto a "class calendar" and also serves as the class handwriting assignment; (5) tape recording trade books and student-written stories; (6) having students bring in newspaper clippings of global events and posting them on a map of the world; (7) evaluating each student's reading individually by listening to them read; and (8) transferring one student's story onto an overhead and having the class edit it. (RS)

ED 304 519 CE 051 876

Selzer, Cynthia Lou Stevens
The Employment Status of Pittsburg State University Female Technology Graduates.
PUB DATE- Dec 88
NOTE- 84p.; Master's Thesis, Pittsburg State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employment Level; Employment Patterns; Females; Graduate Surveys; Higher Education; *Nontraditional Occupations; Printing; *Technical Education; Technology; *Vocational Followup;

*Womens Education

A study surveyed the industrial status of the Pittsburg State University School of Technology and Applied Science female graduates of classes that graduated from 1976-1987. The data collection procedure consisted of two phases--a literature review pertaining to sex equity for women in technology and the survey of graduates at the bachelor and graduate levels. Of the 171 survey instruments mailed, 15 were returned as undeliverable; 45 completed surveys were returned for an approximate return of 29 percent. The majority were gainfully employed in full-time positions that used their college education. The largest percentage of the respondents worked in firms with 11-25 or 201-500 employees. Most had been at their present job from one to three years, with over half in nonsupervisory positions. The employers provided average fringe benefits for female technologists. Most reported that employers had a favorable outlook on pregnancy leave. Children who needed day care were tended by a private party. Many respondents were purchasing single-family dwellings. Most had made their career choice at the age of 20 and had planned their choice. Many felt their college education was adequate preparation for their postgraduation jobs. Most would recommend a career in a nontraditional field for an interested woman. (The instrument and data summaries are appended.) (YLB)

ED 304 534 CE 052 039

Shapiro, Sonya; And Others
Adult Career Counseling Manual. Administering and Implementing Adult Career Counseling Services in Comprehensive Public Adult and Continuing Education Programs in New York State. A Manual for Administrators and Counselors in Administering Adult Career Counseling Centers, Conducting Adult Group Career Counseling Model, Adapting Adult Group Career Counseling Model for Literacy Students.
Port Washington Union Free District, NY.
SPONS. AGENCY- New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.

PUB DATE- Jan 89
NOTE- 238p.; For an earlier edition, see ED 268 321.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Counseling; Adult Literacy; *Career Counseling; *Career Development; Counseling Services; *English (Second Language); *Group Counseling; Literacy Education; Models; Program Development; *Program Implementation; Workshops
IDENTIFIERS- 310 Project

This manual is designed to assist administrators and counselors in adult basic education programs in implementing the group career counseling model. Section I focuses on administering adult career counseling centers. Topics include establishing a service and managing a center. A checklist for administrators is provided for use as a reference in developing, maintaining, and evaluating their programs. Section II describes the Adult Career Counseling Model. The first part reviews the philosophical and professional foundations for effective adult career counseling. The second part describes the Career Development Workshop, which is to be conducted in a group counseling format. Materials are provided for the seven two-hour sessions and one-hour individual counseling session that comprise the workshop. Each session is composed of these components: goals; objectives; outline of activities, materials, and handouts; activities with counselor instructions and process; and handouts. Section III provides information on adapting the model for literacy students. It makes suggestions for preparing for the Career Development Workshop, has recommendations for adapting the model for English-as-a-Second Language students, gives specific suggestions for each session of the model, and includes revised materials and bibliographies. Sample forms are appended. (YLB)

ED 304 576 CE 052 111

Helping Children Succeed. Strategies for Increasing the Aspirations of Maine's Youth. A Report Prepared by the Maine Aspirations Compact. An Education/Business Partnership.

Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- Jan 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; Educational Improvement; Educational Objectives; Education Work Relationship; Postsecondary Education; *School Business Relationship; Secondary Education; Statewide Planning; Student Attitudes; *Student Motivation
IDENTIFIERS- *Maine

The Maine Aspirations Compact was formed in 1988 as an education/business partnership to build the capacity of families, schools, businesses, and communities to work together in helping students expand their aspirations. The Compact has defined its work in the form of three goals discussed in this report. The goals are to help students to: (1) raise their personal expectations; (2) improve their academic performance; and (3) expand their educational, career, and personal choices. In this report, each of these goals is discussed in sections defining the goal to be achieved and stating the barriers to be overcome to accomplish this goal, followed by strategies to build capacity for future success in each area. A final section offers suggestions on what is required to implement the strategies. The report is designed to provide integrated, comprehensive strategies for raising student aspirations. It offers ways to think about and tackle the problem of low aspirations. The strategies were chosen because they have the promise of being successful individually or in combination; some of the strategies are already being tried in communities and schools in Maine. (KC)

ED 304 591 CE 052 135

Chapman, Lanita; And Others
Welcome to WordPerfect 4.2. Learning Activity Packets.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
NOTE- 88p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. 80-3021).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; Computer Assisted Instruction; *Computer Software; Editing; *Individualized Instruction; Learning Activities; Learning Modules; *Office Occupations Education; Pacing; Postsecondary Education; Secondary Education; *Word Processing
IDENTIFIERS- *WordPerfect

These 14 learning activity packets (LAPs) are self-paced study lessons that allow students to proceed along a course of study for WordPerfect 4.2 word processing at their own pace. Lessons are presented in a "read and do" format. A review concludes each lesson. The lessons cover getting started; underline, bold, centering, auto indent, reveal codes, and printing; cursor movement keys and text deletion features; margins, tabs, spacing, and print styles; hyphenation; move and block; headers and footers; widows/orphans, page breaks, and centering vertically; spell check; search and thesaurus; macros; standardized paragraphs; basic merge; and review. (YLB)

CG

ED 304 694 CS 211 707

Andrews, Paul E.; And Others
Talking on Paper: Dialogue as a Writing Task for Sixth Graders.

PUB DATE- Mar 89
NOTE- 17p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Design; Grade 6; Intermediate Grades; Rural Schools; Teaching Methods; Writing Exercises; Writing Instruction; Writing Research
IDENTIFIERS- *Dialogue Writing; Writing Assignments; Writing Attitudes

A study examined whether a writing style called "dialogue writing" would allow children to use conversational cues to write longer papers in the same amount of time as free writing. Subjects were 54 sixth graders (about 12 years old) in 3 classrooms in rural neighborhoods--one class consisted of children with learning difficulties. Dialogue writing samples were compared with standard narratives written by the same subjects. Results showed that children wrote longer stories and enjoyed the sessions more when writing in dialogue; that is when they told a story by having the characters "talk" to each other. The results were the same for children with different reading abilities and academic motivation. Findings suggest that dialogue writing can be a valuable component of the elementary writing curriculum. (Two tables of data and a figure are included.) (RAE)

ED 304 710 CS 211 762

Samples of Students' Writing from the English 30 Diploma Examination, June 1988 Edition.

Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.

PUB DATE- Nov 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; Reading Skills; Reading Tests; Scoring; Student Evaluation; *Student Writing Models; Test Items; *Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- *Alberta; *English Examinations

This booklet provides samples of student writing that exemplify the standards that governed the scoring of student essays on the June 1988 English 30 Diploma Examination. Both major and minor writing assignments for seven students are provided, with examples of the full range of student writing. Commentaries accompanying the essays highlight selected features of the students' writing and show how the scoring criteria used to mark the essays relate to the students' work. Accompanying each student essay is a discussion relating the characteristics of the essay to the descriptors in the scoring guide. An appendix provides the essay scoring guide. (MM)

ED 304 754 EA 020 751

Mertz, Norma T.; And Others
The Changing Profile of School Leadership: Women in Administration.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Females; Leadership; *School Administration; *School Districts; Tables (Data)

This study focuses on the condition of females in school administration and establishes baseline data for future analyses. Data were available from 54 school districts, but only 44 provided complete data for all years of the study (1972-86). Data were analyzed to determine what change had occurred in terms of the number and percentage of women who held line administrative positions in 1972, 1982, and 1986. The number of females increased in each time period and in each position except elementary assistant principal. Tables of results are provided. Results indicate that changes in the total number of positions accounted for the absence of an anticipated decline in male position holders as female position holders increased. Females were more likely to be found in elementary school administration than in secondary school administration; they were also more likely to be found in staff positions than in line positions in the central office. Appended are 13 references. (SI)

ED 304 857 EC 212 553

Girard, M. Phyllis; And Others

Making Connections: Learning Challenges for Secondary Gifted Students.

Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE- 87
NOTE- 82p.; A part of Programs for Gifted Students.
AVAILABLE FROM- Bucks County Intermediate Unit #22, Doylestown Corporate Center, Rts. 313 and 611, Doylestown, PA 18901 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Bias; *Curriculum Development; Drama; Ethics; *Gifted; Greek Literature; *Humanities Instruction; *Interdisciplinary Approach; Philosophy; Science Instruction; Secondary Education; *Teaching Methods
IDENTIFIERS- Middle Ages; Renaissance; Utopia

This curriculum guide for secondary-level gifted students presents curriculum alternatives which are interdisciplinary and which emphasize a comprehensive study of major content areas through the humanities. The curriculum demands from the student complex learning, critical thinking, in-depth inquiry, creativity, and active participation. The guide begins with a list of characteristics of gifted students, accompanied by curriculum and classroom approaches that will capitalize on these characteristics. Curricular information is then presented for the following content areas: contemporary art, drama and philosophy, ethics and social questions, Greek theater, humanities and science, Middle Ages, prejudice, Renaissance, science seminar, and Utopia. Each content area section contains a list of major concepts, background information for teachers, and several learning and teaching activities. A bibliography is included for each curriculum area, along with a general list of resources and catalogs. (JDD)

ED 304 914 FL 017 871

Chow, Thelma Swartzentruber
Conversational Chinese for Business People: A Case History.
PUB DATE- Apr 88
NOTE- 18p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; College Second Language Programs; *Conversational Language Courses; *Course Descriptions; Higher Education; *Languages for Special Purposes; *Mandarin Chinese; Program Design; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Lynchburg College VA

The federally funded Piedmont International Business Program of Lynchburg College has begun offering conversational Mandarin Chinese for people whose business activities bring them into contact with Chinese speakers. The course has three phases: an 8-week fall session with an enrollment of 11 students; two 8-week sessions offered in winter and spring with enrollments of three and four, respectively; and the class offered the next academic year with two 12-week sessions with an enrollment of three students from the previous year. Expectations of student achievement were adjusted downward as the program developed, with the classes largely paced by the students. This flexible approach to studying language is found to have merit for some people in the business world, although the unique problems of teaching this constituency are also found to require a unique approach on the teacher's part. (MSE)

ED 304 562 CE 052 092

Douglass, Rebecca; Patton, Ruth
Task List Verification Techniques.
National Network for Curriculum Coordination in Vocational and Technical Education.
PUB DATE- Mar 89
NOTE- 36p.; A paper based on this document was presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Interviews; *Job Analysis; *Occupational Information; Postsecondary Education; *Research Methodology; Secondary Education; *Test Validity

This booklet is intended to help curriculum development personnel select an appropriate task list verification technique. The first sections of the guide introduce the concept of verification of task lists, provide a rationale for it, and define various terms connected with verification. The following four sections describe and make a case for four types of verification techniques: structured group interviews, program advisory councils, worker surveys, and worker interviews. Information provided for each technique includes description and special features, use of the technique, guidelines for use, resources needed, and pros and cons of the technique. The final section contains a list of the members of the National Network for Curriculum Coordination in Vocational and Technical Education by region. (KC)

ED 304 605 CG 021 478

Rutman, Deborah L.
Coping with Relocation: The Impact of Coping Strategies on Health and Adjustment upon Residential Change.
PUB DATE- Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Gerontological Society of America (41st, San Francisco, CA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Anxiety; *Coping; Expectation; Foreign Countries; Life Satisfaction; *Older Adults; *Physical Health; *Relocation; *Stress Management; Stress Variables; Well Being
IDENTIFIERS- Canada

People who decide or are forced to relocate often undergo a lengthy waiting period before they can move. This waiting period may be a highly stressful time for individuals anticipating relocation. This study explored relocating older adults' (N=63) coping strategies and the impact of these strategies on health, cognitive functioning, and well being. Older adults awaiting relocation to subsidized, age-segregated apartments were interviewed prior to relocation; 54 respondents were interviewed again 9 to 12 months later when approximately one-half of the subjects had moved. Interviews focused on the effects and meaning of the anticipatory period on health, functioning, morale, attitudes, and daily activities. The results support the hypothesis that respondents who appraised relocation as stressful would use different coping strategies than respondents who perceived the experience to be non-stressful. The former subgroup was more likely to use emotion-focused techniques. Among subjects who were still anticipating relocation at the time of the second interview, emotion-focused techniques were used more often than were problem-focused techniques. Relocated and non-relocated subjects did not differ in terms of their use of emotion-focused techniques. Most respondents used multiple techniques to cope with relocation. No one technique was found to be superior to others, or to facilitate higher morale or psychological well-being, although the use of problem-focused strategies was predictive of health and adjustment among the relocated respondents. Subjects appeared to employ complex coping strategies with a high rate of success. (NB)

ED 304 619 CG 021 493

Dickel, C. Timothy
Counselor Computer Competence: Future Agenda for Counselor Educators.
PUB DATE- 8 Oct 88
NOTE- 23p.; Paper presented at the Annual Conference of the Association for Counselor Education and Supervision (1st, St. Louis, MO, October, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; *Computer Literacy; *Computer Oriented Programs; *Counselor Educators; *Counselor Training; Higher Education

This paper asserts that the computer has become an integral part of communication within the world culture and that it has tremendous utility for the counseling profession. Counselor educators are encouraged to incorporate computer competence into their curriculum. This report is divided into four parts. First, there is a brief discussion of the concept of computer competence which emphasizes that it is really computer fluency that counselor educators should be after as an attribute for their graduates. Next, there is an overview of five common computer applications (word processing, electronic spreadsheets, database management, desktop publishing, and electronic telecommunications/data communications). The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) curricular areas are presented with suggestions for computer assignments within each of these areas: (1) human growth and development; (2) social and cultural foundations; (3) the helping relationship; (4) groups; (5) lifestyle and career development; (6) appraisal of the individual; (7) research and evaluation; and (8) professional orientation. Finally, a number of special topics are discussed that can have current and future benefits from the infusion of computer competence into the counselor education process. These include hypertext, statistics packages, networking, artificial intelligence, CD-ROM (compact disk read only memory), and computer-assisted instruction. (NB)

Caudill, Barry D.; And Others
Safe Rides: A Controlled Investigation in Two Major California Cities.
PUB DATE- Aug 88
NOTE- 56p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988). Research support was provided by Levin & Associates and the Wine Institute.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Drinking; *Drug Abuse; High Risk Persons; Prevention; *Traffic Safety; *Transportation
IDENTIFIERS- *Drinking Drivers; *Safe Rides Program

This study was designed to examine the community impact from introducing free alternative transportation for the drunk/drugged driver in two California cities. Baseline data were obtained in February of 1988 from 1,522 bar and nightclub patrons in Sacramento and San Jose, California. Over one-half of the respondents had consumed alcohol before completing the brief questionnaire. Respondents classified as moderate, moderate-heavy, and heavy drinkers (N=1,173) were identified as high-risk subjects. The major findings showed that drinking and driving were commonplace, as was riding with intoxicated motorists, in spite of the perceived unacceptability of this practice. The police were not seen as a particularly strong deterrent to the majority of respondents. If free alternative transportation were available for the intoxicated driver, however, 85% of respondents said they "might" to "definitely" would use the service. Heavy drinkers reported more drinking and driving and riding with drunk drivers than did those who typically consumed less alcohol. The heavy drinkers were also the most likely to report that they would use a Safe Rides service if available. Attitudes and behavior changes regarding drinking/drug use and driving in these two California communities will be closely monitored over the next two years, along with an ongoing detailed content analysis of daily newspapers from both cities to control for differential media, weather, and traffic incident effects. (NB)

ED 304 650 CG 021 525

Krivacska, James J.
School Psychologists and Evaluation of Child Sexual Abuse Prevention Programs.

PUB DATE- Aug 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Elementary School Students; Elementary Secondary Education; *Prevention; *Program Effectiveness; *School Psychologists; *Sexual Abuse

With heightened national attention to the problem of child sexual abuse, school districts have responded by seeking out and implementing prevention programs in an attempt to prevent abuse from occurring. Unfortunately, many such programs are based on questionable assumptions, limited understanding of how children learn and process information, and have not been empirically validated. The school psychologist with a background in child development, learning theory, psychological and educational theory and research, and an understanding of issues of program design, implementation and evaluation, is uniquely qualified to assist school districts in the selection and evaluation of child sexual abuse programs. Criteria developed for the evaluation of child sexual abuse programs cover assumptions, goals and purposes, content, presentation or implementation, and follow-up. Child sexual abuse programs must still be considered as experimental and not viewed as benign intrusions into a child's life. The limited effectiveness of child sexual abuse prevention programs needs to be recognized and a view that they serve as a panacea for preventing child sexual abuse is to be discouraged. As the research base grows, school psychologists are in an ideal position to assist decision makers in the public schools in interpreting and understanding the implications of what is being learned about child sexual abuse prevention programs, their limitations, and how they may be useful. (ABL)

ED 304 679   CS 009 575

Liebling, Cheryl Rappaport
Children's Comprehension of Inside View and Character Plans in Fiction: A Pilot Investigation.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 38p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Characterization; *Classroom Environment; Cognitive Structures; Elementary Education; *Fiction; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Material Selection; Reading Research; Reading Strategies; Teaching Methods
IDENTIFIERS- Aesthetic Reading; *Author Reader Relationship; Text Factors

A pilot study was conducted to contrast children's comprehension of inside view (where writers share the inner thoughts of characters with readers) and character plans in an original story and its basal reader adaptation prior to and following participation in a reading conference focused upon these aspects of character. Subjects were 12 students in Grade 3. The pilot study developed an instructional context for the reading of fiction which integrates the communicative and cognitive aspects of reading with a focus on literary content. It also created a methodology for evaluating the students' comprehension of inside view and character plans. The study questioned: how editorial changes which redesign the fabric of a story influence the reader's comprehension; and how the instructional environment within which a story is discussed influences the reader's comprehension. Results of the pilot data suggest that the instructional context's emphasis on group storytelling, reciprocal teaching, and literary content encouraged the students to engage in comprehensive discussions on the texts' literary qualities as they monitored their comprehension of inside view and character plans. Despite the similarity of instruction across text groups, however, important differences in interpretation persisted. For this reason, the data suggest that it is the quality of the text which is of the utmost importance in helping students become intelligent readers. (Eight tables of data are included and 45 references are attached.) (Author/RAE)

ED 304 725 CS 506 557

Sorensen, Gail; And Others
Developing Coding Systems for Explicating Teacher Compliance-Gaining Messages.
PUB DATE- Feb 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Content Analysis; *Data Analysis; Data Interpretation; Higher Education; *Methods Research; *Research Design; *Research Methodology; *Research Problems; Teacher Behavior
IDENTIFIERS- *Coding; Coding Theory

In response to a frequently articulated call for "ecological" validity from instructional communication investigations, this paper reports on methodological issues which evolved during the development and application of a coding scheme for content analyzing teacher compliance-gaining messages. Starting with a consideration of the standard research design for producing the "to-be-coded" teacher compliance-gaining messages, the paper examines: (1) the unitizing of raw message data which requires the imposition of some uniform structure onto verbal passages; and (2) the evolutionary refinement of categories which represent a valid, yet feasible coding scheme. Also relevant to this examination was a consideration of the application of criteria to the coder/rater selection process. The paper presents the heuristic implications of this examination as a set of guidelines which investigators should consider when attempting to develop concrete schemes, while simultaneously dealing with the harsh realities of the actual project. In this way, instructional researchers are provided a roadmap for future explorations and a typology of the pitfalls which may lie ahead. Seventeen references are attached. (Author/SR)

Howell, Frank M.

Dimensions of Public Support for Financing Education Reform in the Southeast. Final Report.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 313p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chi Square; *Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; *Financial Support; Goodness of Fit; *Public Opinion; Public Schools; *School Support; Surveys
IDENTIFIERS- United States (Southeast)

This report uncovers the dimensions of public support for financing education reform in the Southeast. A 20-minute personal interview public opinion survey (N=2,550) was collected and data were analyzed via cross-tabulations of 133 opinion variables and 19 demographic and control variables that included sex, race, age, education, marital status, family income, residence, years in state, employment status, status of school children, household size, housing status, political affiliation, political orientation, and voter status. Findings reveal that the Southeast is proeducation because it rates primary and secondary education the number one funding priority among public services; proequity because it strongly believes that school districts should be equal in the financial resources devoted to the average child; and profinance because it supports a commitment to public school education by wanting it financed adequately even if that requires a tax increase. The appendixes, which comprise five-sixths of the documents, provide: (1) survey methodology; (2) tables illustrating survey responses; and (3) bar graphs and other figures. (JAM)

ED 304 813 EC 212 503

Ysseldyke, James E.; And Others
Alternate Explanations for Learning Disabled, Emotionally Disturbed, and Educable Mentally Retarded Students' Math Achievement. Research Report No. 11. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 51p.; For related document, see EC 212 502.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Ability; Cognitive Style; Elementary Education; Family Environment; Labeling (of Persons); *Mathematics Achievement; *Mild Disabilities; *Performance Factors; Student Behavior; *Time on Task
IDENTIFIERS- Teacher Stress

The study investigated alternative explanations for differences in mathematics achievement between pairs of handicapped students exhibiting comparable amounts of academic engaged time. Forty-two students in grades 2-4 from urban and suburban districts participated; 14 students were classified as learning disabled, 14 as emotionally or behaviorally disturbed, and 14 as educable mentally retarded. Explanations investigated were student demographics, cognitive functioning, home and family factors, teacher stress, student cognitions (including cognitive style), student motivation, behavior, and conditions in the learning environment. Of all factors investigated, only cognitive ability served as a consistent explanation for differences in math achievement for students matched on academic engaged time. Creating composite variables (specifically attitude modeling by significant others, stress/chaos in the child's environment, and home-school cooperation) was not helpful in explaining math achievement differences for the matched sample. It is suggested that diagnosticians concentrate on problem-solving for individual children rather than labeling children as LD, EBD, or EMR. (Author/JW)

ED 304 842 EC 212 537

Kelly, Luke E.
Physical Education. Chapter Fourteen.
PUB DATE- 88
NOTE- 23p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adapted Physical Education; Criterion Referenced Tests; Curriculum; Educational Planning; Educational Practices; Elementary Secondary Education; Games; *Mental Retardation; *Physical Education; Student Educational Objectives; Student Evaluation; *Teaching Methods; Transitional Programs

Physical education is a direct service which should be provided to all students with mental disabilities. Instruction in physical education should be guided by a comprehensive plan which outlines long-term goals and sequential objectives leading to attainment of these goals. The Achievement Based Curriculum model serves as an example of such a plan. The program plan can be established by either modifying the regular physical education curriculum for the mildly disabled or by designing individualized programs for the more severely disabled. Qualitative (criterion-referenced) tests should be used to assess, prescribe, implement, and continuously evaluate instruction. Four sources of qualitative assessment items include: "Project I CAN," "Michigan Essential Performance Objectives," "Data Based Gymnasium," and "Project Transition." Instruction should be implemented to maximize student success, time on task, and repetition of desired behaviors. Demonstrations and physical manipulation should be used to communicate both correct and incorrect performances. Non-competitive games and activities should be carefully selected to match specific instructional objectives. Formal and informal continuous evaluation procedures should be employed so that both teachers and students can be apprised of their performance. The physical education program should be integrated with community-based recreation programs to facilitate transition to independent use of leisure skills in community settings. Six figures are included. (JDD)

ED 304 871 EC 220 543

Tucker, James A.

Guiding Instruction Effectively by Using Curriculum-Based Assessment. Every Student Needs Something Special in Education.

PUB DATE- 3 Apr 89
NOTE- 42p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Data Collection; Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *Instructional Effectiveness; Referral; Special Education; *Student Evaluation; Student Placement; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Curriculum Based Assessment

Curriculum-based assessment (CBA) represents a shift from use of standardized tests as quantifiers of student achievement toward traditional data-based instructional management. The role of assessment in educational programs is explored through presentation of three contrasting perspectives: assessment for placement versus assessment for instruction, education for the handicapped versus special education, and bureaucratic form versus educational reform. The CBA approach requires mechanisms for the collection of data and higher expectations of students. Instructional assistance involves motivating the student, teaching to mastery, and practicing until the skill becomes automatic. CBA can eliminate a large proportion of referrals to special education and expensive pull-out programs through use of more effective instructional strategies. The CBA concept rests on the finding that students learn better when taught at the "instructional" level, where a student already knows 93% to 97% of the material to be read or 70% to 85% of the material to be practiced in drill. An example of applying CBA to reading instruction presents techniques for word recognition, fluency, and comprehension. The appendix contains descriptions of schools that have implemented CBA. (JDD)

ED 304 900 FL 017 857

Victor, David A.
Ethical Considerations in Designing the International Business Communication Course.
PUB DATE- Apr 88
NOTE- 13p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Course Descriptions; *Ethics; Higher Education; International Trade
IDENTIFIERS- *Ethical Relativity

As awareness of the need for ethical business behavior increases, businesspeople must address the issue of an ethical standard acceptable for use in international business or, in individual situations, which country's ethical standards will be respected. Ethical absolutes cannot be determined without cultural bias. Legalistic, religious, and situational frameworks all reflect existing prejudices and values. Legalistic ethics occur most commonly in low-context cultures that place great value on the written word. High-context cultures tend to favor a situational approach to ethics. Religious ethics are determined by the individual religion to which one adheres. In each of these cases, culture divides the ground for a universal ethical standard. In international business, the question arises: at what point should one reject the norms and values of one's own culture to accommodate those of another? The most practical approach to the international businessman is ethical relativity, a willingness to modify one's own ethical views to communicate effectively across cultures. However, ethical relativism in international business does not address the situation in which a society condemns people based on an immutable characteristic such as gender or race. Businesspeople should be encouraged to accept and work with cultural differences but adhere to individual ethics. (MSE)

ED 304 799 EA 020 845

Annis, David B.
Professional Ethics in Education: A Neglected Issue.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Educational Principles; Elementary Secondary Education; *Ethics; Higher Education; *Moral Issues; Moral Values
IDENTIFIERS- *Professional Ethics

This paper discusses the professional ethics of education and what it requires. After an introduction, the second section deals with the nature of professional ethics, clarifying a variety of ethical principles. The defining traits of an education profession and the ethical issues involved are discussed. The third section focuses on common requirements of professional codes: a commitment to heightened standards of conduct; a commitment to competence; a commitment to diligence; the duty of reasonable communication; and the duty to report official misconduct. The fourth section applies the common requirements of professional codes to higher education. Appended are 27 reference notes. (SI)

ED 304 886 FL 017 843

McEnery, Jean M.; Des Harnais, Gaston
Business Perceptions of Need for Preparation To Function Successfully in International Context.
PUB DATE- Apr 88
NOTE- 17p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Business Administration; Cross Cultural Training; Educational Needs; Foreign Countries; *International Trade; Interpersonal Competence; *Job Skills; *Language Attitudes; *Language Proficiency; Occupational Surveys; Second Languages

A survey of 40 individuals in various positions in the field of international business in Michigan investigated perceptions about the kind of preparation necessary to function successfully either as an expatriate abroad or in international work from a home base in the United States. Results were similar to those found in the literature. Functional expertise was considered to be the most critical skill contributing to performance while language skills were rated second most critical. Knowledge of cultural practices was considered much less important than knowledge of human relations skills and of business practices in the foreign country. While 70% believed that an individual formally educated in business and foreign language skills would be a good business candidate, marketing and sales were identified as the areas in which the candidate would be successful. It is concluded that foreign language skills and cultural knowledge may be less valued than functional expertise because little documented evidence shows that these factors predict success internationally. Further research in this area is recommended. (Author/MSE)

ED 304 548   CE 052 064

Hollenbeck, Kevin
Employer Perceptions of Vocational Education in South Dakota. Volume II: Technical Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- South Dakota State Council on Vocational Education, Pierre.
PUB DATE- Jun 87
NOTE- 120p.; For volume I, see CE 052 063.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Attitudes; Employment Patterns; *Employment Practices; Postsecondary Education; Secondary Education; Surveys; *Vocational Education; *Vocational Followup
IDENTIFIERS- Employer Surveys; *South Dakota

This report documents findings of a survey of attitudes of business toward vocational education in South Dakota. Chapter I discusses the purpose of the study. Chapter II describes the procedures followed in collecting data from employers. It documents all steps from questionnaire design to data entering and concludes with a presentation of response rates. (Completed responses were received from 347 small businesses, 319 large businesses, and 54 public sector employers.) Chapter III presents quantitative analyses of the data. It provides statistics concerning the responding and employing establishments, analyzes opinions about and interactions with the vocational education system, and examines worker productivity and training data concerning specific workers. Chapter IV analyzes general comments about vocational education. Summary statistics about the nature of the comments are given and then the comments are analyzed by their content. The comments are classified by selected subjects, including specific existing programs, suggestions for program development, vocational education graduates, curriculum and instruction issues, state regulatory/governance issues, and general comments. A number of the employer comments are excerpted. Chapter V reviews major findings, including solid employer support and systematic differences between vocationally and nonvocationally trained workers. Cover letters and the questionnaire are included in an appendix. (YLB)

ED 304 577 CE 052 113

Dixon, George
The Training Directors' Forum Guide to Attending Conferences & Expos. How To Get Your Money's Worth.
PUB DATE- 88
NOTE- 29p.
AVAILABLE FROM- Training Directors' Forum, Lakewood Bldg., 50 South Ninth Street, Minneapolis, MN 55402 ($1.00; 10 copies: $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Conferences; Continuing Education; Exhibits; *Human Resources; *Labor Force Development; *Participation; Seminars; *Staff Development; *Trainers

This brief booklet examines the issue of how to ensure that one gets the best possible return out of attending a human resources or human resources development and training conference. The first section discusses evaluating seminars, expos, and professional conferences and the rationale for attending. A four-year conference planning calendar lists offerings of human resource development (HRD) organizations. Next, suggestions are offered for evaluating the conference flyers, brochures, and catalogs the HR or HRD professional receives. These aspects of the brochure are discussed: clear descriptions, length, type of learning, limited or unlimited session attendance, repeat sessions, networking opportunities, expo visits, and guarantee policy. Next, the brochure addresses preparing oneself to attend a conference. A sample conference planning summary is provided. A section on tips on attending suggests building in participation, using the experts as personal consultants, note-taking and managing information, and networking. Tips are also offered for making the most of an expo. The final section discusses ways to reinforce what one learns at conferences. (YLB)

ED 304 665 CS 009 550

Rasinski, Timothy V.
Inertia: An Important Consideration for Reading Motivation.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cooperative Learning; Elementary Education; Reading Aloud to Others; *Reading Attitudes; *Reading Instruction; *Student Motivation; Sustained Silent Reading; Teaching Methods
IDENTIFIERS- *Reading Motivation

The concept of inertia--the property by which a body in motion tends to remain in motion, and a body at rest tends to remain at rest--is analogous to a situation that occurs in reading. Some students, despite being able to read, choose not to read when other options are available. In terms of inertia, these students are at rest and tend to remain at rest, lacking the motivation to read. Several strategies and activities have the power to create an initial impetus toward independent and motivated reading. Reading aloud to children fosters growth in a number of reading areas, from developing a sense of story to improving vocabulary, as well as motivating students to finish a story started in a read-aloud session. Experiences in the school, such as field trips, guest speakers, and films, often motivate students to read books on related topics. Books themselves can be an experience that leads students into other books. Series books or books by a noted author can encourage a student to read. Daily sustained reading at school and at home can motivate students to incorporate reading into their own schedule. Cooperative activities, placing students in reading situations in which they have some responsibility for the success or failure of a group endeavor, also motivates students to read. If teachers can set students' reading in motion using these strategies, the motion can often be enough to sustain itself into independent reading and learning. (MM)

ED 304 711 CS 211 763

Samples of Students' Writing from the English 33 Diploma Examination, June 1988.

Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.

PUB DATE- Nov 88
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; Reading Skills; Reading Tests; Scoring; Student Evaluation; *Student Writing Models; Test Items; *Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- *Alberta; *English Examinations

This booklet provides samples of student writing that exemplify the standards that governed the scoring of student essays on the June 1988 English 33 Diploma Examination. Both major and minor writing assignments for seven students are provided, with examples of the full range of student writing. The English 33, Part A, Written Response requires three separate writing assignments, each in a different rhetorical mode (personal response to literature, functional writing, and response to visual communication). Commentaries accompanying the essays highlight selected features of the students' writing and show how the scoring criteria used to mark the essays relate to the students' work. Accompanying each student essay is a discussion relating the characteristics of the essay to the descriptors in the scoring guide. An appendix provides the essay scoring guide. (MM)

ED 304 740 EA 020 635

Teacher Evaluation: Practices and Procedures. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 88
NOTE- 208p.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21764; $40.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Formative Evaluation; *Incentives; Mail Surveys; *Rewards; *Summative Evaluation; *Teacher Evaluation

This report presents findings of the 1988 Educational Research Service survey of teacher evaluation practices and procedures in U.S. schools. The survey instrument was mailed to a random sample of 1,730 superintendents of school districts of varying size. The response rate was 52.5 percent. The first section discusses the purposes of teacher evaluation, data sources, definitions of teacher effectiveness, system design and implementation, and evaluation and reward for increased productivity. The second section presents survey results concerning teacher evaluation frequency; the governance levels involved; and evaluation responsibility, criteria, and purposes. Teacher evaluation is virtually universal, with probationary teachers evaluated a minimum of twice yearly. In many districts, tenured teachers are evaluated annually to promote professional growth and identify outstanding performance. Observation by principal is the most commonly used data-collection method. Peers or lead teachers are rarely used to observe classroom teachers. Both formative and summative evaluation aspects are necessary to ensure a minimally competent faculty, encourage continued professional development, and provide incentive for excellent teaching. Although essential to improving the quality of public education, a comprehensive teacher evaluation system is neither simple to implement nor cost-free. The third section provides examples of current teacher evaluation practice, including school board policy statements, evaluator training precepts, collective bargaining clauses, evaluation criteria, rewards, and termination and remediation procedures. Included are 23 tables and a bibliography of 90 references. (MLH)

ED 304 785 EA 020 809

Gougeon, Thomas D.
Leadership as Social Control: The High School Principalship.
PUB DATE- 9 Mar 89
NOTE- 40p.; Paper presented at the Annual Meeting of the Washington Educational Research Association (Bellevue, WA, March 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Employer Employee Relationship; *High Schools; *Leadership; Likert Scales; Power Structure; *Principals; *Social Control; *Teacher Administrator Relationship; Teacher Discipline; Teacher Response; Teacher Supervision; Vertical Organization
IDENTIFIERS- *Principal Leadership as Social Control

This paper highlights the findings of Gougeon's 1989 study of high school principals of schools with grade configurations 9 through 12 in the state of Washington, a study based on the Principal Leadership as Social Control (PLASC) theory. Accordingly, the first section describes the PLASC theory as social control of teachers through power- and authority-based interactions that bring teacher expectations into alignment with the expectations of the school. The PLASC theory explains social control of teachers through a matrix of six leadership dimensions, three authority-based and three power-based. In the PLASC instrument used in the study, these leadership dimensions are measured by means of Likert scales through which principals assess the importance they attribute to each dimension, in both theory and practice. Results are reported for each of the six dimensions: (1) Organizational Functional Structures Dimension (OFS); (2) Teacher Experiences Systems (Authority) Dimension (TESA); (3) Principal Task Activities Dimension (PTA); (4) Power Structure Systems Dimension (PSS); (5) Teacher Experiences Systems (Power) Dimension (TESP); and (6) Principal Reward/Punishment Actions Dimension (PRPA). Remaining sections discuss dynamics of the leadership process and the meaning of leadership as social control. The study proposes three communication alternatives--official, personal, and structural--that principals can employ to gain effective social control over teachers. References are included. (TE)

ED 304 828 EC 212 523

Robinson, Greg A., Ed.; And Others
Best Practices in Mental Disabilities. Volume Two.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- 88
NOTE- 482p.; For individual chapters, see EC 212 524-544. For Volume One, see ED 295 366.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Course Content; *Curriculum; Daily Living Skills; *Educational Practices; Elementary Secondary Education; Mainstreaming; *Mental Retardation; *Teaching Methods; Transitional Programs; Vocational Evaluation

Twenty-two authors contributed chapters to this collection of best practices in the education of students with mental disabilities. Section One, "Critical Issues for Consideration," contains six papers: "'New' EMRs" (Donald MacMillan); "Curricular Orientations" (James Patton and Edward Polloway); "Applying Curriculum for the Instruction of Life Skills" (Mary Cronin); "Incorporating Adaptive Behavior Deficits into Instructional Programs" (Daniel Reschly); "Career/Vocational Assessment" (Patricia Sitlington); and "Transition" (Roger Hoffman). Section Two, "Curriculum Content Areas for Consideration," contains 15 papers: "Arithmetic" (John Cawley et al.); "Art" (Nan Mercier and Susan Davison Jensen); "Career Development" (Pamela Gillet); "Use of Computers" (Ted Hasselbring and Laura Goin); "Creative Drama" (William Rickert and Jane Bloomquist); "Music" (Kate Gfeller); "Oral Language: Developing Pragmatic Skills and Communicative Competence" (Suzanne Robinson); "Physical Education" (Luke Kelly); "Reading" (Linda Higbee Mandlebaum); "Science" (James Patton); "Sex Education" (Jerry Caster); "Instructional Interventions to Improve Social Competence" (Laurence Sargent); "Social Studies" (Rick Lussie and Mary Stradley); "Vocational Education: A Source of Promise for Students with Mental Disabilities" (Raymond Morley); and "Written Language" (Edward Polloway and Thomas Decker). The final section contains one paper by David Hutchinson and Greg Robinson, titled "...a little bit about 'Where'," that discusses how all these ideas fit together when considering the concept of "Least Restrictive Environment" or LRE. (JDD)

ED 304 858 EC 212 554

Hanley, Tom V.
Case Study Findings on the Implementation of Microcomputers in Special Education.
PUB DATE- 17 Jan 87
NOTE- 39p.; A condensed version of this paper was presented at the Annual Technology and Media Conference (2nd, Alexandria, Va, January 17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Case Studies; Computer Assisted Instruction; Computer Managed Instruction; Computer Software; *Computer Uses in Education; Cooperation; *Disabilities; *Educational Practices; Elementary Secondary Education; Emerging Occupations; Followup Studies; Inservice Teacher Education; *Microcomputers

A 1983 study examined the use of microcomputers in special education in 12 school districts. As a follow-up to that study, 3 years later, case studies were developed of 27 programs, including elementary/secondary school programs and educational or training centers for handicapped persons. Hypotheses of the research were organized into six major areas: organizational locus of control, collaboration in the use of microcomputers, balancing administrative and instructional applications, training for microcomputer use, emerging roles, and hardware and software issues. The follow-up study found that most of the earlier findings were valid, especially those related to organizational features that promote or inhibit computer use. Some evidence of improvement and progress were documented, such as increased levels of administrative involvement, expanded role of special education administrators in instructional technology decisions, availability of inservice training and technical assistance, and more diverse and sophisticated uses of computer-assisted instruction. Drill-and-practice applications remain the most common form of computer-assisted instruction, and the availability and distribution of resources is still an important concern. A general conclusion is offered that progress has been made but it will be many more years before new technologies are systematically integrated in the instruction of students with disabilities. (JDD)

ED 304 520 CE 051 959

Johnston, Janet W.
The Job Training Partnership Act.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Sep 87
NOTE- 242p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Disadvantaged; Dislocated Workers; Educational Legislation; *Employment Programs; *Federal Legislation; Financial Support; *Job Training; Migrant Workers; Postsecondary Education; Program Content; *Program Effectiveness; *Program Improvement; Seasonal Laborers; Veterans Education
IDENTIFIERS- Job Corps; *Job Training Partnership Act 1982; Puerto Rico

With minor exceptions, the Job Training Partnership Act (JTPA) program is working well and is meeting its legislative mandates.

The public-private partnerships that have emerged at the local community level and the strong leadership role assumed by the private sector representatives on the State Job Training Coordinating Councils and Private Industry Councils have been particularly instrumental in the overall success of JTPA. Available information indicates that JTPA is indeed helping those in need of its services--disadvantaged persons, dislocated workers, Native Americans, migrant and seasonal farmworkers, Job Corps participants, and veterans--and making a significant difference in their lives. The introduction of performance standards in JTPA has made it more efficient than previous efforts and has increased its acceptance by the public. Efforts to link JTPA with public assistance programs, economic development activities, and education, as well as creative attempts to assist hard-to-serve individuals, should receive Congressional support. This position paper includes 20 pages of specific recommendations concerning the overall implementation of JTPA, training services for disadvantaged adults and summer youth programs, dislocated worker programs, federally administered programs, and JTPA implementation in Puerto Rico. A nine-page bibliography and appendixes on JTPA programs in Puerto Rico, JTPA funding, program participation, and performance standards are appended. (MN)

ED 304 535 CE 052 041

Students Report Job Success More Important than Making Money. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-436
PUB DATE- Sep 88
NOTE- 19p.; Data Series DR-HSB-80/86.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; High Schools; *Income; *Occupational Aspiration; Postsecondary Education; *Values; Vocational Followup; *Work Attitudes; *Young Adults
IDENTIFIERS- *High School and Beyond (NCES)
Job success and steady work are more important to students today than making a lot of money; moreover, the values students place on job success, steady work, and making money diminish as students progress through high school and enter college and the world of work. These findings are based on the longitudinal study High School and Beyond (HS&B), sponsored by the National Center for Education Statistics. Estimates are based on responses to questionnaires by HS&B high school sophomores in 1980 and on responses to follow-up questionnaires in 1982, 1984, and 1986. Some of the highlights of the study are as follows: (1) about 82 percent of students rate job success and steady work as being very important; (2) about 33 percent rate making a lot of money as very important; (3) the 1980 high school sophomore group is more concerned than a 1972 national group with being well-off financially and with making a lot of money; (4) the importance students place on these job-related goals declines as the students grow older; and (5) high school graduates and college students are more likely than high school dropouts to say that job success and steady work are important. The study includes comparisons by subcategories such as race/ethnicity and gender; the report contains extensive statistical data. (KC)

ED 304 563 CE 052 094

Imel, Susan
Workplace Literacy. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89

NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Corporate Education; Functional Literacy; *Illiteracy; *Literacy Education; On the Job Training; Program Development; Program Implementation
IDENTIFIERS- *Job Literacy

The need for a better educated work force has created a corresponding need for workplace literacy programs. A number of issues have emerged as the focus of literacy education has shifted from improving social mobility to providing employment-related literacy programs. Some of these issues are related to the need for more resources for workplace literacy programs. Several aspects of issues related to resources are: emphasis on improving the basic skills of the unemployed rather than individuals in the current work force and lack of resources that serve adequately both the general and employment-related literacy needs of all adults. Another set of issues surrounding workplace literacy programs has to do with their content or curriculum. They include determination of what skills should be taught, choice of teaching methods, and the narrow focus of many workplace literacy programs. (Thirty-one print resources provide information about workplace literacy. A listing of seven resource organizations is also provided.) (YLB)

ED 304 592 CG 021 464

Hester, Thomas
Probation and Parole 1987. Bureau of Justice Statistics Bulletin.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-113948
PUB DATE- Nov 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Correctional Rehabilitation; *Court Litigation; *Criminals; *Prisoners
IDENTIFIERS- *Parole; *Probation (Criminal Justice)

This document, the seventh annual bulletin presenting statistics from the Uniform Parole Reports and the National Probation Reports, indicates the relative use of different types of correctional sanctions in the United States. It notes that during 1987, 2,242,053 adult offenders in the United States were on probation and 362,192 were on parole, and that on any given day in 1987, 1 out of every 53 adults in the United States were under some form of correctional supervision. Statistics are included which show that: (1) the probation population in 1987 gained 6% over the 1986 count, with the highest gains in the Midwest and West and the lowest gains in the South; (2) six states reported increases in their probation populations of over 12% and eight states showed decreases in their populations; (3) of individual states, Texas reported the largest probation and parole populations; (4) the parole population grew 11% over the 1986 figure, with seven states reporting increases above 20% of their 1986 parole population; (5) 13 states reported a declining parole population in 1987; and (6) the Northeast, the region with the smallest increase in the number of parolees, had the highest ratio of parolees to residents. Other figures are given on adults under correctional supervision and on types of releases from prisons. Probation notes are included for 11 states; parole notes are given for 30 states. Tables illustrate the number of adults on probation in 1987; adults on parole in 1987; correctional populations for the years 1983-1987; and state prison releases by method for the years 1977-1987. (NB)

ED 304 620 CG 021 494

Gottfredson, Gary D.
Explorations of Adolescent Drug Involvement.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Aug 88
NOTE- 90p.
GRANT- 87-JN-CX-0015
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Behavior Theories; *Drug Abuse; Secondary Education

The most important theoretical perspectives on adolescent drug use are probably those of Akers which use ideas from differential association theory and a variant of social learning theory; Oetting and Beauvais' peer group perspective; and the family perspective of Patterson and Dishion. This research involved an examination of stages of initiation into drug use, the properties of drug use measures, and the specificity versus generality of drug use and other forms of deviant behavior. It also involved empirical research to determine the extent to which drug involvement can be regarded as a construct distinct from other manifestations of delinquent behavior. This research used a subset of data previously collected on a cohort-sequential sample of secondary school students, collected from 1981-1983 as part of the School Action Effectiveness Study. These surveys measured an extensive array of parental, peer, and personal characteristics, including drug use and delinquency. Results imply that drug availability is an important determinant of individual drug involvement. Other implications include: (1) additional attention to basic psychometric theory and statistical methodology would be helpful in future research on the stepping stone perspective; (2) future research on school and environment as influences on adolescent drug use may have promise; and (3) variation from school to school in levels of drug use can be explained by the differences in the populations of students attending schools. Results also support the general deviance perspective and the drug specificity perspective. (ABL)

ED 304 651 CG 021 526

Polygraph Testing in the Private Work Force. Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (March 5 and April 30).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 87
NOTE- 297p.; Serial No. 100-23.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employer Employee Relationship; *Evaluation Methods; Federal Legislation; Hearings; *Polygraphs; *Work Environment
IDENTIFIERS- Congress 100th; Proposed Legislation

The text of a Congressional hearing regarding the use of lie detector devices, particularly polygraph machines and whether they are accurate in truth and fact detecting in the work place is provided in this document. Special focus is given to the Employee Polygraph Protection Act. Initial statements by Congressmen Matthew G. Martinez, Steve Gunderson, Stewart B. McKinney, and George Darden are presented. Testimony by these witnesses is included: (1) Jon Bauer, staff attorney, Legal Action Center, New York, New York; (2) John F. Beary, III, assistant dean for planning and development, Georgetown University School of Medicine, on behalf of the American Medical Association; (3) Michael Darby, victim, Lawrenceville, Georgia; (4) Joseph Fanning, vice president, Wells Fargo; (5) Robert B. Fitzpatrick, Fitzpatrick & Verstegen, on behalf of the Plaintiff Employment Lawyers Association; (6) Edward S. Katkin, chairman, Department of Psychology, State University of New York at Stoneybrook, on behalf of the American Psychological Association; (7) Nester Macho, consultant for Orkin Pest Control; (8) Steve Markman, Assistant Attorney General, Office of Policy, Department of Justice; (9) Joseph O'Neill, director of police, Conrail, on behalf of the Association of American Railroads; and (10) William J. Scheve, president, American Polygraph Association. Prepared statements of Representative Pat Williams are also included. The appendix includes statements by trade associations, unions, government agencies, and advocacy groups. (ABL)

ED 304 695 CS 211 709

Smith, Leslie

Writers Who Are Gay and Lesbian Adolescents: The Impact of Social Context.

PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Cultural Context; High Schools; *Homosexuality; Junior High Schools; *Student Attitudes; Student Subcultures; *Teacher Role; Writing (Composition); Writing Instruction
IDENTIFIERS- *Homophobia

Teachers of writing are well trained to take the lead in inspiring a change in communication and behavior within the classroom to create more positive schooling experiences for gay and lesbian students. Many gay teenagers become aware of their sexuality at an early age; however, by the time most of them reach college composition, they have still not been able to use classroom writing as a vehicle for unraveling conflict or finding clarity about one of the most pressing issues in their lives. Writing teachers unknowingly inherit a minority group which has faced an adolescence marked by peer isolation, fear of harassment and violence, familial estrangement, and a lack of positive role models and resources. Teachers can take several steps to serve gay and lesbian students: (1) begin by assuming that not all their students are heterosexual; (2) actively work to eliminate name-calling and put-downs; and (3) work with curriculum committees and their unions to begin acknowledging gay students. (RS)

ED 304 755 EA 020 754

Bryk, Anthony S.; Thum, Yeow Meng
The Effects of High School Organization on Dropping Out: An Exploratory Investigation. CPRE Research Report Series.
Center for Policy Research in Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-RR-012
PUB DATE- Feb 89
NOTE- 42p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publication Sales, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NY 08901 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attendance; Disadvantaged Youth; *Dropout Characteristics; Dropout Prevention; Dropout Programs; Dropout Research; *Educational Environment; High Risk Students; *High Schools; *Institutional Characteristics; Private Schools; Public Schools; Teacher Student Relationship

Examined in this paper are the effects of school characteristics o both the probability of dropping out and absenteeism as the strongest predictor of dropping out. The project employed a subsample from the High School and Beyond database that contains results from questionnaires and achievement tests given in 1980 to approximately 30,000 sophomores in 1,100 public and private high schools. The sub-sample used for this paper--160 schools and 4,450 students--was investigated using the HLM analytic technique (hierarchical linear modeling), which permits evaluation of the impact of school-level factors on the relationship among student characteristics, absenteeism, and dropping out. The analysis reveals that absenteeism is less prevalent in schools where faculty are interested in and engaged with students and where there is an academic emphasis. A committed faculty, an orderly environment, and a school emphasis on academic pursuits are all associated with lower probability of dropping out for disadvantaged and at-risk youth. Appended are 47 references and a technical appendix on HLM estimation. (SI)

ED 304 800 EA 020 854

State Plan for Regional Education Service Centers as Approved by State Board of Education.
Texas Education Agency, Austin.
REPORT NO.- TEA-AD9-402-01
PUB DATE- Jun 88
NOTE- 93p.; For earlier version, see ED 271 876.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Curriculum Development; Educational Development; *Educational Improvement; Educational Legislation; *Educational Quality; *Education Service Centers; Elementary Secondary Education; *Information Centers; Public Schools; Regional Programs;

School Districts; School Organization; Technical Assistance; Training Methods
IDENTIFIERS- *Regional Educational Service Agencies; *Texas

This report intends to clarify and strengthen the position of the Texas Regional Education Service Centers by providing a structure to improve the quality of their services. The regional education service centers primarily deliver training and technical assistance to help school districts implement statewide initiatives for school improvement. The report describes the state plan for the regional education service centers in terms of authority, purpose, working arrangements, governance, programs, services, organization, administration, accountability, and sanctions. Appended are (1) statutes pertaining to regional education service centers; (2) Title 19, Part II Texas Administrative Code, Chapter 53, Education Service Centers; and (3) rules of the State Board of Education pertaining to regional education service centers. (SI)

ED 304 843 EC 212 538

Mandlebaum, Linda Higbee
Reading. Chapter Fifteen.
PUB DATE- 88
NOTE- 25p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum; Elementary Secondary Education; Integrated Activities; *Mental Retardation; Prompting; *Reading Instruction; Reading Interests; *Reading Material Selection; Reading Strategies; Student Evaluation; *Teaching Methods; Time on Task
IDENTIFIERS- Direct Instruction
The purpose of this paper is to provide an overview of several techniques for teaching reading to students with mental disabilities. Basic considerations include the following facts: (1) the effectiveness of the teacher is more important than the teaching method used, and (2) the teacher's view of reading should match the reading approach selected. The curriculum should be both functional and interesting; the curriculum should base new tasks upon tasks that are already familiar and that relate to the students' experiences. In conjunction with this practice, the paper includes a list of 100 survival words and phrases; a list of approximately 130 patterned language and predictable books; and suggestions of interesting material for use with secondary students, such as newspapers, magazines, biographies, and high interest materials. Other suggestions to improve the effectiveness of teachers include: demonstrate rather than tell; provide for successful practice; use direct instruction; provide for high levels of task involvement; provide wait-time, cues, and prompts; integrate subject matter; measure behavior change; and provide opportunities to respond in a manner consistent with achievement measures. (JDD)

ED 304 915 FL 017 872

Eiler, Mary Ann; Victor, David A.
Genre and Function in the Italian Business Letter.
PUB DATE- Apr 88
NOTE- 18p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *Business Correspondence; Comparative Analysis; *Contrastive Linguistics; Discourse Analysis; Higher Education; *Italian; *Language Styles; *Letters (Correspondence); *North American English

A study compared and contrasted the use of openings, summational closings, and closures in Italian and U.S. business letters to examine the role of culture in international business communication. It is argued that the Italian business letter should be studied in a functional intra-cultural perspective where its meaning creates and maintains social reality. To support this proposition, cultural idioms and genre markers in letter openings and closings are identified as requiring explicit understanding by students of international commerce and by students of Italian who are studying the genre. Three types of Italian business letters are reviewed and classified, and the results are discussed. Analysis of U.S. letters reveals them to be far more formulaic and consistent by comparison, resulting in a completely opposite tonal quality. Additional research on "live file" Italian letters and on Italian-American intercultural business correspondence is recommended. (MSE)

ED 304 606 CG 021 479

Pitt, Don; And Others
The Long Term Effect of Employment Counselling on Disadvantaged Youth: A Four Year Follow-Up Study.
Peterborough Employment Planning and Youth Career Centre (Ontario).
SPONS. AGENCY- Counselling Foundation of Canada.
PUB DATE- Jan 88
NOTE- 82p.; Report presented at the Annual Meeting of the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Comparative Analysis; *Counseling Effectiveness; *Disadvantaged Youth; Followup Studies; Foreign Countries
IDENTIFIERS- Canada

This study compared the long-term employment and educational status of disadvantaged youth who had received employment counseling at the Peterborough (Ontario) Employment Planning and Youth Career Centre (EPYC) in 1982-1983 with the status of youth who had not. EPYC subjects were 40 females and 64 males, 43 of whom had less than a grade 12 education. Control subjects were 51 females and 48 males, 53 of whom had less than a grade 12 education. All subjects completed telephone and mail questionnaires on their employment and academic histories between 1982 and 1987 and the maximum rate of pay earned; their use and perceived value of various job search strategies; their reasons for terminating past employment; advice they would give youth; and basic demographic information. The results identified few, if any, longer-term positive effects for EPYC clients relative to controls. The control group exceeded the EPYC group in percentage of time employed, length of time per job, and current hourly wages. Each group spent equal lengths of time in school or other training since 1982, upgrading their academic and work skills. They also shared equal levels of high school education, suggesting that factors other than educational level may be impacting on EPYC subjects' chances for success in the marketplace. The findings point to a need for continuing research in the area of employment counseling for disadvantaged youth. Three pages of references are included. An annotated bibliography from the Youth Employment Program Evaluation, the telephone survey questionnaire, the mail survey questionnaire, and 9 bar graphs are appended. (NB)

ED 304 637 CG 021 511

Yoder, Carol Y.; And Others

Age and Gender Differences in Community Recognition of Depression.

PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Depression (Psychology); *Identification; *Knowledge Level; *Lay People; Sex Differences

Depression is a serious health problem and efforts are being made to educate laypeople in relevant ways about symptoms and the course of the disorder, availability of treatments, and related coping strategies. These programs have typically been initiated based more on assumptions regarding community knowledge of depression than on factual data. This study assessed knowledge of depression in a random sample of 527 community living adults between the ages of 18 and 93. Subjects were presented with vignettes which described a young or old protagonist with depressive symptoms. Respondents were asked to identify potential problems and possible solutions. A depression information measure followed. The results indicated that community residents were aware of many objective features of depression although they identified less information about treatment issues. Older respondents were the least informed of all subjects. Although there were no gender differences in objective knowledge among respondents, men were less likely to mention depression with regard to the vignettes. While many respondents appropriately acknowledged some of the characteristic symptoms, causes, and treatments for depression, a great deal of education still needs to occur. The findings from this study have implications for future work in the area of mental health and depression. (NB)

ED 304 680 CS 009 580

Commeyras, Michelle
Analyzing a Critical-Thinking Reading Lesson. Technical Report No. 464.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 26p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Case Studies; Content Analysis; Critical Reading; *Critical Thinking; Instructional Effectiveness; Intermediate Grades; Reader Text Relationship; *Reading Comprehension; *Reading Instruction; Reading Research; Teaching Methods
IDENTIFIERS- Thinking Skills

To illustrate the interdependent relationship between critical thinking and reading comprehension, and to show that critical thinking can be infused into classroom instruction using ordinary classroom materials (e.g. selections from a basal reading series), a study analyzed the transcript of a critical-thinking reading lesson for sixth grade students. The lesson was designed for "A Stranger at the Door," a basal reader selection and short excerpt from the book "The Death of Evening Star," by Leonard Everett Fisher. Students read the story independently and completed a written assignment before meeting to discuss the story. The assignment entailed gathering evidence to support two different hypotheses about the story that would be considered in the discussion. Analysis of the discussion revealed that students used critical thinking when given the opportunity. Students gave reasons that could serve as evidence for two explanatory hypotheses, supported their judgments when they evaluated the strength of those reasons, and made inferences which integrated background knowledge with textual information. However, sometimes students' critical thinking was faulty because they misread the text or made unfounded assumptions. (Twenty-three references are attached.) (MM)

ED 304 712 CS 506 494

Walker, Albert
The Public Relations Body of Knowledge.
Foundation for Public Relations Research and Education, Inc., New York, NY.
PUB DATE- 88
NOTE- 82p.
AVAILABLE FROM- Foundation for Public Relations Research and Education, Inc., 310 Madison Ave., Suite 1710, New York, NY 10017 ($32.45 including postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bibliographies; Business Education; *Communication Skills; Databases; Higher Education; Information Retrieval; *Public Relations; Special Libraries
IDENTIFIERS- Computer Assisted Data Retrieval; *Public Relations Journals

All evidence from all sources--the literature, survey of practitioners and educators, selected educational programs, and the views of abstractors of data for computerized information retrieval--points to the body of public relations knowledge as consisting of all knowledge as it applies to resolving public relations problems and goals. What distinguishes the body of public relations knowledge from other knowledge is its application in achieving public relations goals. To examine this field in further depth, a study collected information from as many different sources and perspectives as possible to reach a consensus regarding the body of public relations knowledge including: (1) input from selected senior practitioners and educators; (2) analysis of the library holdings of public relations firms and corporate relations departments; (3) examination of topics covered in public relations bibliographies; and (4) examination of the content of selected public relations periodicals. Findings show that when communication was written about and discussed, it was generally in terms of managing information and utilizing communication technology and that there is a need for knowledge of marketing, finance, and economics, especially as resources become more limited and competition for the corporate dollar intensifies. Findings also suggest that the body of public relations knowledge must be applicable to a wide variety of situations as they arise. (MS)

ED 304 726 CS 506 560

Schaefer, Richard J.

The Forces and Constituencies of Public Television: A Study in Media Aesthetics and Intentions.

PUB DATE- 21 Feb 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989). Footnotes are in small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Audience Analysis; Commercial Television; *Cultural Influences; Imagery; *Mass Media Role; *Mass Media Use; Media Research; Popular Culture; Programing (Broadcast); *Public Television; Television Viewing
IDENTIFIERS- *Television History

This paper outlines the predominant aesthetics of American public television's contributors and viewers. These aesthetic perspectives are elaborated in relation to specific historic, institutional, and political trends in American society. The paper traces public television usage and support as the product of confusing and sometimes contradictory cultural forces--forces whose origins predate both television and film. The paper argues that these broad forces continue to exert influence on the way many Americans, particularly public television enthusiasts, interact with this extraordinarily realistic medium. The paper also invites speculation on and reexamination of a number of widely held beliefs about television as a medium, and public television in particular: (1) the notion that television is a monolithic medium; (2) misleading conceptualizations of television as a revolutionary medium; (3) the idea that television is a lower-status popular art form largely because the most prevalent American television practices have developed in opposition to both the precepts of formal education and the value hierarchy of consciousness in Western society; and (4) the views that television is an unusually coercive and explicit medium with a singular, and somewhat unavoidable message. The paper argues that changes in form, aesthetics, and content are evolutionary rather than revolutionary, and a long term perspective is in order. (Nine notes are included, and 43 references are appended.) (MS)

ED 304 771   EA 020 783

Blomquist, David M.

The Upper Peninsula Center for Educational Development: Origins, Organization and Operation.
PUB DATE- Mar 89
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Development; *Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; Leadership; Professional Development; *School Administration
IDENTIFIERS- *Michigan

The Upper Peninsula Center for Educational Development (UPCED) exists to meet the professional development, curriculum development, leadership training, school improvement, and school management needs of the schools in Michigan's Upper Peninsula. This paper discusses the origins, organization, and operation of the center which developed out of a need to make consulting and field services available to educators. Funding as well as facilities and equipment for the center are discussed. A list of activities and services that are completed or underway is included. The collaborative efforts of the agencies that formed the UPCED partnership have a positive effect on education in Michigan. (SI)

Thurlow, Martha L.; And Others

Student and Instructional Outcomes under Varying Student-Teacher Ratios in Special Education. Research Report No. 12. Instructional Alternatives Project.

Minnesota Univ., Minneapolis.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 37p.
GRANT- G008630121
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Class Size; Elementary Education; *Grouping (Instructional Purposes); *Learning Disabilities; Mainstreaming; *Mild Disabilities; Outcomes of Education; Teacher Effectiveness; *Teacher Student Ratio; Time on Task

The study examined the impact of varying student-teacher ratios on task completion and success, student instructional time, and quality of instruction in special education classes for mildly handicapped students. Subjects were 139 mainstreamed elementary students (grades 1-6), most of whom were categorically labeled as learning disabled (n=114). Students were observed during their special education time, within student-teacher ratios that varied from less than 1:1 (one student with two teachers) to over 15:1. Using grouped ratios represented by 1:1, 3:1, 6:1, 9:1, and 12:1, students' academic engaged time, task completion, and task success, as well as the qualitative nature of their instruction were compared. Targeted student behaviors were recorded by trained observers using rating scales and observational instruments. Data from structured interviews with students and teachers were also used. Significant differences were found in measures of both the quantitative and qualitative aspects of instruction, with nearly all favoring the lower student-teacher ratios. Lack of observed differences in task completion and task success rates (which were very high for all students in all student-teacher ratio groupings) was attributed to task content during special education instructional time. (Author/JW)

FL

ED 304 872 FL 017 536

Lee, William R.

An Early Beginning: Why Make an Exception of Languages?

PUB DATE- Apr 88

NOTE- 12p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; Children; Cultural Differences; *Educational Benefits; Educational History; *Educational Needs; Educational Strategies; Elementary Education; Ethnocentrism; *FLES; Foreign Countries; Language Attitudes; Learning Motivation; Motivation Techniques; *Second Language Instruction; Time Factors (Learning)

IDENTIFIERS- *Great Britain

In the twentieth century, both the need and the opportunities for acquiring a foreign language have greatly increased. However, even today, foreign language instruction has not been firmly established worldwide as an essential element of basic education. In Great Britain, enthusiasm for foreign language instruction has risen and fallen repeatedly. Currently, there is an acute shortage of trained language teachers. Insularity, coupled with reliance on English in foreign countries, have caused foreign language learning to be neglected. Although the situation is improving, it is worst in the elementary schools, for economic and political reasons. Early second language instruction is desirable for several reasons: (1) it increases the number of years in which the language can be learned at school; (2) young children are able to learn a foreign language and enjoy it, and may be better at learning pronunciation; (3) if the teaching is appropriate, children discover that learning another language is within their capacity, and this knowledge strengthens their motivation; and (4) second language learning reduces ethnocentricity and creates a more international outlook and better understanding of people who speak other languages. (Author/MSE)

ED 304 887 FL 017 844

Stone, Gregory B.; Rubenfeld, Stephen A.

Foreign Languages and the Business Curriculum: What Do The Students Think?

PUB DATE- Apr 88
NOTE- 23p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; College Second Language Programs; College Seniors; Curriculum Design; *Educational Needs; Global Approach; Higher Education; *International Trade; *Language Proficiency; *Language Role; Languages for Special Purposes; School Surveys; Second Language Instruction; *Student Attitudes

In response to heightened awareness of the globalization of the world economy, and in reaction to curricular standards set by their primary accrediting agency, business schools have moved steadily in the direction of internationalizing their curricula. However, few business schools require their students to possess or acquire second language competence. Foreign language study represents elective, and in many cases, extra coursework for business students. A survey of senior business administration students in five geographically diverse universities explored attitudes toward foreign language study, factors influencing decisions to take or not take foreign language courses, and perceptions of the relevance of second language competence to future career success. The implications of the findings are discussed, with particular emphasis on the marketing of foreign language study options to business students. (Author/MSE)

ED 304 901 FL 017 858

Ogden, John D.
Designing Cross-Cultural Orientation Programs for Business.

PUB DATE- Apr 88
NOTE- 25p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Class Activities; *Cross Cultural Training; *Cultural Awareness; Culture Conflict; Educational Objectives; *Intercultural Communication; Nonverbal Communication; Oral Language; *Orientation; Postsecondary Education; Professional Development; *Program Design; Social Values; Workshops

A 1-day orientation workshop for business clients from other cultures is described. Factors in program design that relate to the specific cultural group addressed are discussed, and include such considerations as culture-specific versus culture-general content, professional focus, and the learning style to which the participants are accustomed. The conceptual framework and specific objectives and workshop activities are then outlined. The workshop described incorporates discussion of: (1) the need for cross-cultural orientation; (2) an overview of concepts related to intercultural communication; (3) awareness of oneself as a cultural being; (4) the role of values and beliefs; (5) non-verbal codes; (6) the spoken language; (7) culture shock; and (8) evaluation. These components are intended to provide participants with the ability to see themselves and others in relative terms, identify some sources of cultural misunderstanding, and be aware of the emotional adjustments inherent in cross-cultural transitions. (MSE)

ED 304 549 CE 052 069

Ingham, Peter, Ed.
Computer-Aided Design in Further Education.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-081-4
PUB DATE- 88
NOTE- 70p.; For an earlier edition, see ED 224 999.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; *Design; *Drafting; *Engineering; Foreign Countries; *Industrial Arts; Postsecondary Education; Three Dimensional Aids; Trade and Industrial Education
IDENTIFIERS- *Computer Assisted Design; Great Britain

This publication updates the 1982 occasional paper that was intended to foster staff awareness and assist colleges in Great Britain considering the use of computer-aided design (CAD) material in engineering courses. The paper begins by defining CAD and its place in the Integrated Business System with a brief discussion of the effect of CAD on the role of the designer. A general account follows of the hardware used in CAD installations with some suggestions concerning its maintenance and running. Since drafting systems are so widely available, a separate section discusses them and problems that the teaching of computer-aided drafting presents. Since comparatively cheap three-dimensional modelling systems have only recently become available, a detailed description of two commonly used larger systems is included. The next four sections are specific to particular disciplines. Some analytic modelling systems in mechanical engineering are discussed. The sections on CAD in electrical/electronic engineering and in construction engineering review commercial systems now available. Another section discusses the peculiar problems that CAD in art and design presents; some possible solutions are advanced. The final section describes a systematic procedure for selection of a suitable system. Appendixes discuss curricular issues with some suggestions for course design and list hardware and software suppliers in Great Britain. (YLB)

ED 304 578 CE 052 116

Kartan, Frank

Project Lead the Way Continued. Career Guidance Summer Workshop 1988. Results and Revision for 1988-1989.

North Arlington School District, NJ.

PUB DATE- 4 Aug 88
NOTE- 119p.; For an earlier report, see ED 241 692.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; *Career Education; *Career Exploration; Classroom Techniques; *Counselor Role; Counselor Training; Curriculum; *Education Work Relationship; Field Trips; Inservice Teacher Education; *Occupational Information; School Business Relationship; Secondary Education; Staff Development; Teaching Methods; *Workshops
IDENTIFIERS- *Project Lead the Way

Project Lead the Way is a developmentally structured career guidance program at North Arlington High School in New Jersey. Encompassing grades 8 through 11, the project is geared to let students explore and become aware of the vast amount of career opportunities available in the work world, as well as to appreciate the importance of a high school diploma. The program began in the 1984-85 school year and is updated by summer workshops for guidance counselors and teachers. This report contains the materials used in the Summer 1988 workshop that evaluated and updated Project Lead the Way. Materials include a project abstract; introduction to the problem including information on related research, evaluation plan, sex role equity statement, and list of fastest-growing jobs; objectives of summer workshop; Grade 8 filmstrips, evaluation, and materials; Grade 9 program, results of teacher evaluation of Grade 9 program; Sophomore Career Exploration and Awareness Program objectives, flowchart, general design, guidance advantages, job description request form, student evaluation forms and results, career clusters, and end of year reminders; letter to Time Share Corporation; things to do flowcharts; general design of the program; things to do brochure; junior survey; junior evaluation and results; junior end of year reminders; letter to alumni career speakers; letter to parents; management timeline; bus transportation schedule; field trip speaker contacts; and thank-you to faculty. (KC)

ED 304 666 CS 009 551

Rasinski, Timothy V.
The Effects of Repeated Reading and Repeated Listening while Reading on Reading Fluency.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 3; Primary Education; *Reading Instruction; *Reading Rate; Reading Research; Word Recognition
IDENTIFIERS- *Reading Fluency; Reading While Listening; *Repeated Readings

A study examined the relative effectiveness of repeated readings and listening-while-reading in promoting reading fluency. Subjects, 20 third grade students in a community in the southeastern United States, of high, average, and low reading levels, had their reading fluency measured in two cycles: subjects who repeatedly read a passage in the first cycle repeatedly listened to a presentation of a passage in the second cycle, and subjects who repeatedly listened to a passage in the first cycle repeatedly read a passage in the second cycle. Results indicated that there was no significant difference for reading rate or accuracy by order of presentation of treatment and that both methods were effective in improving reading fluency. (Two tables of data are included; 15 references are attached.) (RS)

ED 304 696 CS 211 716

Desjardins, Linda A.
Is a Picture Really Worth a Thousand Words?
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Discussion (Teaching Technique); Higher Education; Instructional Effectiveness; *Instructional Films; Teaching Methods; *Writing Exercises; Writing Instruction; Writing Skills
IDENTIFIERS- *Writing Assignments

A composition teacher incorporated film into her literature classes with the hope of drawing on her students' familiarity with this medium to promote their interest in reading as well as developing their reading and writing skills, but she found several problems in implementing this plan. She found that the simple instructions, "Read the story" and "Watch for differences between the film and story versions," did little to engage the students. There was considerably more student input in discussions and longer and better written essays when she guided the reading and viewing of the story with specific writing assignments designed to elucidate specific points of interpretation which may be called into service when discussion falters. The composition teacher also noticed that students responded better when she went over the assignments in class instead of handing them out at the end of class. The techniques are illustrated with an extended account of the assignments and class activities surrounding one particular short story. (Two class handouts describing the writing assignments are included.) (RS)

ED 304 741 EA 020 636

Zuelke, Dennis C.; Hill, Richard L.
A State Education Associations Leadership Study in Cooperation: The North Dakota Experience.
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Collegiality; Cooperation; Elementary Secondary Education; Interviews; *Leaders; *Leadership Qualities; Legislators; Lobbying; *Organizational Effectiveness; *Organizational Theories; *Politics of Education; Public Schools; State Government
IDENTIFIERS- Iannaccone (L); *North Dakota

More than a decade ago the manner in which the North Dakota educational community related to the state legislature changed suddenly and dramatically. The North Dakota School Boards Association (NDSBA) employed a new executive director. Administrators in the state created a new entity, the North Dakota Council of School Administrators (NDCSA), and secured a new executive secretary. The North Dakota Education Association (NDEA) expanded its staff and diversified its services. The agendas of these groups suggested collaborative approaches to problem solving, and the mix of personalities permitted that collaboration to occur. In theoretical terms, North Dakota progressed from a "locally based disparate" to "statewide monolithic" linkage in a very brief period. The actors in the "North Dakota monolith" were those predicted in Iannaccone's (1967) theory. The scope and nature of collaboration among individuals and organizations and the resulting achievements are detailed. Each of the leaders of the three dominant state education associations was interviewed with a 17-question structured interview instrument in the spring of 1986. The interviews with these leaders, actual observations of their behavior in various settings and the products of that behavior, along with socioeconomic and demographic characteristics in the state, are related to current organizational theory. (MLF)

ED 304 786 EA 020 810

McAvoy, Brenda, Ed.
The Principal as Academician: The Renewed Voice.
Georgia State Univ., Atlanta. Principals Inst.
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; *Administrator Role; Educational Quality; Elementary Secondary Education; Ethics; *Humanities; Inservice Teacher Education; *Leadership Responsibility; *Principals; School Administration; Teacher Role
IDENTIFIERS- *Georgia State University

This collection of essays was written by principals who participated in the 1986-87 Humanities Seminar sponsored by the Principals' Institute of Georgia State University. The focus was "The Evolution of Intellectual Leadership." The roles of the principal as philosopher, historian, ethnician, writer and team member are examined through the eyes of philosophers, historians, and language scholars. Twelve participants contributed to this publication. The 12 contributions to this publication are: (1) "A Position Paper Regarding the Educational Profession and the Humanities" (Ron Lane); (2) "Thoughts on the Principal as Historian" (M. C. Specht); (3) "The Administrator as Historian" (Jim Ovbey); (4) "The Ethics of Competitiveness: Excellence Versus Success" (Linda Gruehn); (5) "The New Wave: Ethics Training--Character Development" (Beverly J. Dryden); (6) "Loneliness Is a Feeling of Without" (J. Carla Northcutt); (7) "Basic Beliefs" (Michael Cooper); (8) "Education For What? Krishnamurti's View" (J. B. Mahon); (9) "A Little of Knight's Story" (Burrelle S. Meeks); (10) "Instructions for the Use and Care of Teachers" (Patricia H. Cook); (11) "Inservice" (Paula Calhoun); and (12) "Passing the Torch: The Role of Teachers in Recruiting the Next Generation of Teachers" (Shirley Davis-Chapman). (SI)

ED 304 829 EC 212 524

MacMillan, Donald L.
"New" EMRs. Chapter One.
PUB DATE- 88
NOTE- 24p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Youth; *Classification; Court Litigation; Definitions; Educational Practices; Elementary Secondary Education; *Eligibility; Equal Education; Ethnic Groups; Handicap Identification; Hispanic Americans; Incidence; Intelligence Quotient; Labeling (of Persons); *Mild Mental Retardation; *Special Education; *Student Placement; Test Bias

Changes in the population of children served as educable mentally retarded (EMR) in the public schools are examined. The term "new" refers to children currently classified as EMR, in contrast to children classified as EMR in the late 1960s, predating court actions challenging the criteria for EMR eligibility. "New" EMRs have an IQ of 50-75, while the former IQ cutoff was 85. Prevalence rates have been higher for certain ethnic minority groups, such as blacks and Hispanics. It was felt by some that disproportionate enrollments were due to the discriminatory nature of the intelligence tests administered. Despite the reduction in the total number of children classified as EMR, the definition change had relatively little impact on ethnic disproportion. The average ability level of EMR children today is lower than it was prior to the revision, and many empirical and philosophical questions need to be answered concerning the best content and setting for their educational programs. The marginal learners, who were decertified as EMR, became enrolled in regular classes and received no special education services; they now find themselves ill-prepared to meet minimum competency standards required for graduation. Little improvement has occurred in the quality of education received by these students. (JDD)

ED 304 859 EC 212 555

Folio, M. Rhonda
Physical Education Programming for Exceptional Learners.
REPORT NO.- ISBN-0-89079-185-6
PUB DATE- 86
NOTE- 219p.
AVAILABLE FROM- PRO-ED, 5341 Industrial Blvd., Austin, TX 78735 ($31.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Adapted Physical Education; *Curriculum Development; *Disabilities; *Educational Diagnosis; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Leisure Education; Mainstreaming; Motor Development; Perceptual Motor Learning; Physical Fitness; *Psychomotor Skills; Sequential Approach; Skill Development; Student Evaluation; *Teaching Methods Therapy
IDENTIFIERS- Education for All Handicapped Children Act

This book provides programming ideas, methods, strategies, and adaptations of the learning environment for implementing physical education programs for handicapped students. Part I, "Legislation and the Challenge," introduces Public Law 94-142, the Education for All Handicapped Children Act, its mandates, and its procedures for implementing individualized education programs (IEP). The learning and psychomotor characteristics of particular types of disabilities are discussed. Part II, "The Psychomotor Domain and Motor Skill Acquisition" stresses the sequential order in which motor skills develop. It includes teaching strategies for fundamental patterns and skills, perceptual motor integration, and physical fitness, along with information on weight management and nutritional health. Part III, "Program Development" emphasizes assessment techniques for determining psychomotor strengths and weaknesses, testing instruments, interpretation of test results, IEP development, and methods of achieving the least restrictive environment. The next part, "Methods and Strategies of Good Teaching" discusses both noncategorized and categorized approaches to developing psychomotor skills, focusing on task analysis, behavior management, classroom organization, and strategies for specific types of disabilities. Games and lead-ups to team and leisure sports are described in Part V, "Specific Skill Areas and Modifications." The final part, "Therapeutic Approaches" addresses the value of combining therapeutic activities such as play therapy, music and dance therapy, and outdoor experiences with the physical education program. (JDD)

ED 304 916 FL 017 873

Burmeister-May, Stephen
A Model International Business Education Program for Small Business.
PUB DATE- Apr 88
NOTE- 8p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; Community Colleges; *Cross Cultural Training; Federal Aid; Females; *International Trade; *Languages for Special Purposes; *Marketing; Minority Groups; Program Descriptions; Second Language Instruction; *Small Businesses; Two Year Colleges
IDENTIFIERS- Netherlands; *Normandale Community College MN; West Germany

To address the community need for international training for small business, Normandale Community College applied for and obtained a federal grant for a program to assist 20 small to middle-sized firms in increasing their export capabilities to the Netherlands and West Germany, countries to which Minnesota had already developed strong trade ties. The program is directed primarily toward women- and minority-owned companies through the cooperation of several local and state organizations. The model program developed with the grant has five training components: (1) six how-to-export workshops; (2) an international marketing seminar series; (3) a small business export manual; (4) individual consulting services; and (5) language and cultural survival skills. Additional components include continuing support and development to help clients plan entry into foreign markets, student internship assistance, a quarterly newsletter, and fact-finding trips abroad as the final step before a business implements its international plan. An international business advisory committee has also been formed to provide input for workshop and seminar topics, including some instruction. (MSE)

ED 304 521 CE 051 964

The Future World of Work: Looking toward the Year 2000.
United Way of America, Alexandria, Va.
PUB DATE- 88
NOTE- 75p.
AVAILABLE FROM- United Way of America, Sales Service Department, 701 North Fairfax Street, Alexandria, VA 22314 ($15.00 plus $2.50 shipping and handling; charts and graphs available as slides).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Delphi Technique; Emerging Occupations; *Employment Patterns; *Employment Projections; *Futures (of Society); *Long Range Planning; Prediction; *Social Change; Social Indicators; *Technological Advancement; Trend Analysis; Values
IDENTIFIERS- *United Way

This report looks toward the workplace of the year 2000 and describes how current trends could affect United Way programs and operations. To identify trends for the report, the research committee used two futures research methods: the Delphi process and environmental analysis. Using these techniques, the committee identified eight major trends on which this report focuses and four other trends that merit close watching. The eight trends center on personal and family concerns; underused groups; education, training, and retraining; the corporate environment; small businesses; the global marketplace; automation; and employment prospects. The other four trends include Acquired Immune Deficiency Syndrome, related issues, worker privacy, a rising number of the medically indigent, and older workers. Finally, the committee suggests how these trends may affect the future and how United Way may be affected. Appendixes to the report include a resource list and a 20-item bibliography. (KC)

ED 304 536 CE 052 044

Learning about People: A Cultural Writing Experience Student Manual and Teacher's Guide.

Adult Education Services, Johnstown, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 88
NOTE- 77p.
AVAILABLE FROM- AdvancE, Pennsylvania Department of Education Resource Center, 333 Market Street, Harrisburg, PA 17126-333 (Manuals and related videotape and audiocassette).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Cultural Background; *Cultural Education; Curriculum Guides; Editing; Instructional Materials; *Interviews; Personal Narratives; Reading Instruction; *Reading Skills; Teaching Guides; Writing Instruction; *Writing Skills
IDENTIFIERS- 310 Project

This set of materials for a cultural writing curriculum for adult basic education students (5-8 grade level) consists of a teacher's guide and student manual (videotape and an audiocassette complete the set). The materials are intended to develop the adult learners' writing and reading competencies through their active involvement with the cultural heritage of their community, accomplished by conducting interviews with community members. The 11 lessons, or steps, are designated by the letters A through K and arranged so that each step builds upon knowledge attained through completing the preceding steps. The teacher's guide provides a supplemental reading list and the following materials for each lesson: lesson objectives, lesson overview, and suggested teaching ideas. The student manual provides informational materials and exercises that teach the students basic skills of Interviewing (Step A: Getting Started, Step B: Listening, Step C: Notetaking, and Step D: Taping) and of writing an organized, edited account of the interview (Step E: Transcribing, Step F: Organizing, Step G: Editing for Spelling, Step H: Editing for Vocabulary, and Step I: Editing for Usage). (YLB)

ED 304 564 CE 052 095

Imel, Susan
Nontraditional Occupations: A Status Report. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Displaced Homemakers; Educational Research; Enrollment Rate; *Enrollment Trends; Equal Education; Females; Males; *Nontraditional Occupations; Nontraditional Students; *Occupational Home Economics; *Office Occupations Education; Postsecondary Education; Secondary Education; *Sex Fairness; *Trade and Industrial Education; Vocational Education

To assess the effect of the efforts to encourage the selection of nontraditional occupations, Vetter examined the extent of change in enrollment patterns of girls and women in vocational education for the period 1972-82. In the traditionally male programs of agricultural, technical, and trade and industry education, the number and percentage of female students had increased. The growth was primarily due to increased enrollment of women in such traditional programs as cosmetology (categorized in trade and industry) and in data processing (technical), although increases were documented in such trade and industry areas as commercial photography, drafting, graphic arts, and law enforcement. The traditionally female areas of occupational home economics and office occupations showed an increase in male student enrollment. Despite the advances in nontraditional enrollments, women and men who enroll in nontraditional programs faced a number of problems, including sex bias and stereotyping; harassment; lack of support by family, school personnel, and peers; lack of guidance programs; lack of role models; and job placement. (Twenty-seven print resources provide more information about nontraditional occupations and vocational education. Groups and organizations that support entry into nontraditional occupations are listed.) (YLB)

ED 304 593 CG 021 465

Esper, Jody A.; Runge, Christopher J.

The Long-Term Effects of Rape on Lifestyle and Psychological Functioning.

PUB DATE- Aug 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Females; *Life Style; *Psychological Characteristics; *Rape; *Victims of Crime; *Well Being

Research has shown rape to be an act of violence which affects the lives of many individuals each year. For many survivors of rape, effects on psychological functioning and lifestyle may endure for many years. This study was undertaken to develop and pilot the Rape Assessment Schedule, an interview schedule designed to assess the very long-term effects of rape on psychological functioning and lifestyle. Interviews were conducted with 19 female survivors of rape with a mean post-assault interval of 7.72 years. The pilot data indicated that for at least some women, the effects of rape could endure for years. In general, these effects paralleled the short-term effects documented in the psychological literature and included the occurrence of nightmares and memories; changes in levels of fear, anxiety, anger, and depression; sexual dysfunction; and various life restrictions. The data also indicated that, in the majority of cases, these effects were cued by specific environmental stimuli. The findings support the contention that reactions to rape can be explained by two-factor learning theory, and are also congruent with the idea that reactions of at least some individuals to rape can be viewed as an example of the Post-Traumatic Stress Disorder. A reference list and tables outlining research results are attached. (NB)

ED 304 652 CG 021 527

Maas, Frank; Hartley, Robyn
On the Outside: The Needs of Unsupported, Homeless Youth. Policy Background Paper No. 7.
Australian Inst. of Family Studies, Melbourne.
PUB DATE- Nov 88
NOTE- 102p.

AVAILABLE FROM- Australian Institute of Family Studies, 300 Queen Street, Melbourne 3000 Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Children; Foreign Countries; *Homeless People; Poverty; *Public Policy; Unemployment
IDENTIFIERS- Australia

This document brings together relevant information on the topic of unsupported, homeless young people under 18 years of age. The stated purpose of the document is to identify policy directions which take account of the changing situations of many young people who are struggling to survive. Chapter 1 briefly outlines the background of the paper. Chapter 2 reviews the literature on the reasons young people leave home and outlines some of the literature on early school leaving. Chapter 3 looks more broadly at issues of youth homelessness and reviews the literature in order to identify the major needs of unsupported, homeless youth. Chapter 4 outlines some of the major reports and reviews concerning young people in Australia in recent years and traces the development of Commonwealth government policies since 1983. Chapters 5, 6, and 7 examine Commonwealth provision in the areas of accommodation, income support, and education and training. Chapter 8 looks at groups with special needs, including young women, victims of sexual assault, non-English speaking persons, Aborigines, young people in rural and isolated areas, refugees, and young people with a history of institutionalization. Chapter 9 examines a number of issues concerning youth and independence and individual, family and community responsibility for young people. Chapter 10 looks at short-term and long-term strategies for unsupported, homeless youth. A six-page list of references is included. (ABL)

ED 304 756 EA 020 755

Clune, William H.; And Others
The Implementation and Effects of High School Graduation Requirements: First Steps toward Curricular Reform. CPRE Research Report Series.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-RR-011
PUB DATE- Feb 89
NOTE- 78p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publication Sales, Center for Research Policy in Education, Eagleton Institute of Politics, Rutgers, State University of New Jersey, New Brunswick, NJ 08901 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; Course Content; *Curriculum Development; *Educational Change; Educational Improvement; Elective Courses; *Graduation Requirements; *High Schools; Interviews; Vocational Education

The focus of this study is the implementation and effects of high school graduation requirements enacted as a result of the recent wave of state reforms of education. The study concentrates on high school graduation course requirements. Interview data on the intent and effects of the requirements were gathered in six states, 24 districts, 32 high schools, 9 junior high schools, and 18 elementary schools. Over 700 interviews were conducted at the state and local levels. combined. A chapter is devoted to the current requirements as well as the change in requirements. The effects of requirements on course offerings in terms of change in and quality of course offerings are discussed. Respondents generally regretted the loss of vocational and elective courses but perceived this as a strong public support for higher standards. The paper concludes that the requirements were a qualified success because they produced broad-scale change of a type likely to make some difference in ultimate policy goals. Appended are 54 references and three tables. (SI)

EC

ED 304 801 EC 212 291

Kelker, Katharin A.
Taking Charge: A Handbook for Parents Whose Children Have Emotional Handicaps. Second Edition.
Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 88
NOTE- 116p.; For first edition, see ED 293 287; for a related document, see ED 288 328.
GRANT- G0084351137
AVAILABLE FROM- Resource Services Coordinator, Portland State University, Research and Training Center, Regional Research Institute for Human Services, P.O. Box 751, Portland, OR 97207-0751 ($7.00).
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Problems; *Child Rearing; Coping; Counseling Services; Court Litigation; Delivery Systems; *Educational Diagnosis; Elementary Secondary Education; *Emotional Disturbances; *Federal Legislation; *Handicap Identification; *Intervention; Models; Preschool Education; Specialists

This handbook was written to share the feelings, experiences, and knowledge of parents of children with emotional disturbances. The first chapter, "Feelings Come First," examines the difficulty in identifying the causes of emotional disturbances, their impact on the family, and coping strategies. The second chapter, "Finding Some Help," describes models to explain emotional disturbance and common conditions exhibited by children and youth with emotional disturbance, such as disruptive behavior disorders, anxiety disorders, developmental disorders, mood disorders, etc. It also discusses specialists who provide diagnosis and treatment and services such as outpatient treatment, day treatment, residential treatment, and respite services. The final chapter, "Understanding the Law," reviews the meaning of some common labels applied to children with emotional disturbances; explores federal legislation and case law relevant to special education services; and addresses school and treatment problems, such as suspensions, expulsions, drug or alcohol problems, and so on. At the end of each chapter are exercises to review information or share attitudes and ideas. (JDD)

ED 304 844 EC 212 539

Patton, James R.
Science. Chapter Sixteen.
PUB DATE- 88
NOTE- 28p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Environment; Educational Practices; Elementary

Secondary Education; Instructional Materials; Integrated Activities; Laboratory Equipment; Laboratory Safety; Learning Strategies; *Mental Retardation; Microcomputers; *Science Curriculum; *Science Instruction; *Teaching Methods

This paper on science instruction for learners with mental disabilities reviews the limited literature base in the field and provides practical information on teaching science in special settings. To assist in implementing best instructional practices in science education, the paper discusses the curricular make-up of science instruction; various instructional approaches, programs, and strategies for teaching science to special learners; and selected instructional and resource materials. The advantages and disadvantages of various approaches to teaching science are presented, discussing textbooks, process/inquiry programs, specialized programs, customized programs, and eclectic approaches. A section on instructional strategies focuses attention on: the components of a science lesson, integration of other subject and skill areas into science, specific learning strategies that can help students, safety in the science classroom, use of microcomputers, ways to make the classroom "sciency," and recommendations for acquiring requisite laboratory materials and equipment. Four tables are provided. (JDD)

Zimpfer, Forest; Underwood, Robert
The Status of International Business Communication Training in the 100 Largest Multinational United States Corporations.
PUB DATE- 8 Apr 88
NOTE- 12p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Communication; Communication Skills; *Corporate Education; *Cross Cultural Training; *Educational Assessment; Higher Education; Inservice Education; *International Trade; Languages for Special Purposes; National Surveys; Program Design
IDENTIFIERS- *Multinational Corporations

The 100 largest multinational U.S. corporations were surveyed concerning business communication training provided for personnel assigned to overseas posts. The survey requested information on the existence and content of such formal training programs and the qualifications of their training directors. Results drawn from the 43 usable responses suggest that: (1) standardized business communication training materials should be developed and made available to all companies engaging in international business; (2) when program size warrants, full-time overseas training directors should be hired; (3) a clearinghouse for training materials is needed; (4) research identifying the communication skills needed and common communication concerns experienced overseas is desirable; (5) colleges should consider establishing separate international business communication courses; (6) research on the appropriate learning strategies for employees in these programs is needed; (7) college training programs should take an interdisciplinary approach combining business communication, anthropology, and foreign languages; (8) an international business communications model should be developed for better understanding of cultures and their ways of doing business; (9) professional organizations should encourage further business communication research; (10) family members should have access to training programs; and (11) college international communications majors should include international business communication in the core requirements. (MSE)

ED 304 621   CG 021 495

Henry, Carolyn S.; Ceglian, Cindi Penor
The Developmental Tasks of Adjustment to Stepgrandparenting.
PUB DATE- Nov 88
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Family Relations (50th, Philadelphia, PA, November 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Developmental Stages; *Extended Family; Family Relationship; *Grandparents; Remarriage; *Stepfamily

Over the past few decades, the complex nature of transitions into stepfamilies has been the focus of considerable attention. Previous scholars have established developmental tasks for remarriage, stepfamilies, and stepsibling relations. A parallel, but unique, set of developmental stages and tasks for the adjustment to stepgrandparenting occur. These adjustments to stepgrandparenting include: (1) accepting the losses; (2) accepting the adult child's single status; (3) accepting the adult child's entrance into a new relationship; and (4) establishing new relationships within the stepfamily context. These tasks and stages of adjustment to stepgrandparenting imply that the transition to stepgrandparenting is a process rather than an event. This process begins with a loss, continues through adaptation to the adult child's single parent family, and the adjustment to stepgrandparenthood. Results also imply that the transition to stepgrandparenthood is rarely a choice by grandparents. Grandparents can be involved in enhancing adjustment. The most important implication is that the unique developmental stages and qualities of stepfamilies need to be understood by extended family members as well as the stepfamily and the family life professional. (Author/ABL)

ED 304 638   CG 021 512

Vinick, Barbara H.; Ekerdt, David J.
The Transition to Retirement: Accounts of Husbands and Wives.

PUB DATE- Nov 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Marital Status; *Older Adults; *Retirement; *Role Perception; *Sex Differences; *Spouses

Retirement is recognized as a family experience, affecting retirees, their spouses, and their children. This study examined how the retirement transition affects the middle class, healthy, and financially secure male retiree and his wife. In-depth interviews were conducted with 92 couples from the Boston area in which the husband had been retired for 6 to 12 months. Responses from husbands and wives were classified as: (1) impingement; (2) the second look; (3) the spoiled retirement; and (4) retirement as resource. The response labeled "impingement" was almost entirely limited to the wives and refers to the overlap of husbands into the wife's sphere of activity. While most wives saw impingements as minor nuisances rather than as crises, both working and non-working women mentioned disruption of daily routines. Wives generally reported that they had adjusted unilaterally to the new situation. For husbands retirement afforded a "second look" at their wives' daily lives. Many were dismayed at their wives' humdrum routines and at the amount of time spent on housework. When illness made normal activities impossible or was life-threatening, the result was often a "spoiled retirement." Physical and emotional problems of other family members also sometimes resulted in spoiled retirement reponses. "Retirement as resource" refers to a global evaluation of retirement as a positive state, and was the modal response of the majority of respondents. Husbands' assessment of retirement focused on the personal level, while wives focused on the interpersonal realm. The findings suggest that most problems of adjustment were either minor and short-lived or attributable to conditions other than retirement itself. (NB)

State Policy and the Higher Literacies. Articles Developed by the Project on Policy and the Higher Literacies. Working Paper No. HL-87-1.

Education Commission of the States, Denver, Colo.
PUB DATE- Nov 87
NOTE- 50p.; Some articles contain small print. Photographs may not reproduce well.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln St., Denver, CO 80295 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - General (140)
DESCRIPTORS- Basic Skills; *Curriculum Development; *Educational Policy; Elementary Secondary Education; Inquiry; *Literacy Education; Reading Skills; Revision (Written Composition); Scientific Literacy; *State Action; Teaching Methods; Textbook Selection; Word Processing; Writing Skills
IDENTIFIERS- Thinking Skills

This working paper is a compilation of articles prepared for the Policy and the Higher Literacies Project. The two-year project examines key leverage points in state and local education policy levels and how they may promote or constrict the acquisition of higher levels of literacy for a much broader range of American students. Research strongly suggests a mismatch between stated goals of the American education system and current practice and outcomes. The articles in this paper discuss this apparent mismatch and call for thoughtful reappraisals. Included are: "The Common Agenda: Liberating Undreamed-of Talent" (Governor William Clinton); "Policy Constraints to the Teaching of Thinking" (Robert J. Marzano); "Literacy and Accountability" (Rexford Brown); "New Directions in Statewide Reading Assessment" (Karen Wixson; and others); "Writing in Nebraska" (Joseph E. Lutjeharms; and the Writing Task Force); "The Art of Questioning" (Dennis Palmer Wolf); "Textbook Selection and Curriculum Change" (Roger Farr); "Who is Accountable for 'Thoughtfulness'?" (Rexford Brown); "Higher and Deeper Literacies: Toward More Thoughtful Schools and Students" (Rexford Brown); "New Policy Dilemmas: Minimums versus Visions" (Rexford Brown); "Tests: Serious Limitations on Educational Possibilities" (Vito Perrone); "Higher Literacy Requires Major School Changes" (Rexford Brown); and "Another Endangered Literacy" (Rexford Brown). (RAE)

Rose, Terry L.; And Others

Current Practices and Procedures in the Use of Substitute Teachers.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 27p.
GRANT- G008535103
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; Elementary Secondary Education; *Occupational Information; Public Schools; School Statistics; Statistical Distributions; *Substitute Teachers;

*Teacher Evaluation; Teacher Orientation; *Teacher Qualifications; *Teacher Role

This report provides statistics on employment, evaluation, and training practices and procedures of American public school substitute teachers. A questionnaire was mailed to the directors of substitute teachers in 401 randomly selected school districts. Usable information was returned by 259 school systems (64.6 percent) in 49 states and the District of Columbia. Frequencies were tabulated for 25 variables pertaining to employment practices and procedures in large, medium, and small school districts. Findings generally demonstrate that a majority of school districts may employ unqualified or minimally qualified persons to substitute for absent teachers, offer them little or no training to perform that role, and then not evaluate their performance. Included is a table of questionnaire items with responses in frequencies and percentages. (JAM)

ED 304 888 FL 017 845

Raffield, Barney T., III
Marketing across Cultures: Tools for Cultural Assessment.
PUB DATE- Apr 88
NOTE- 13p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Cultural Awareness; *Cultural Influences; *Intercultural Communication; *International Trade; *Marketing; Models; Observational Learning; Research Methodology; Social Values; Sociocultural Patterns
IDENTIFIERS- *Primary Message System (Hall)

The concept of cultural universals, the basic needs shared by people around the world, is a critical concept in assessing the impact of culture on decisions about the international marketing of goods and services. In most cases, international marketers have little need to understand all the ways in which their culture differs from the culture of the countries in which they wish to market their products. A basic outline of cultural differences can be created through analysis of a culture's primary message system. The primary message system model of Edward Hall can assist the marketer in avoiding self-reference criteria in analyzing the culture's characteristic behaviors and attitudes, and can provide a perspective from which to view another culture's complexities. International marketing managers must select a critical message system and study how it intersects with others if they are to ascertain the impact of culture on the use of, or demand for, goods and services. Adoption of the primary message system can be accomplished either through: (1) observation, during which the observer becomes a real member of the society; or (2) fieldwork, which requires less investment of time and other resources. These forms of information gathering can be assisted by analysis of the culture's terminal values or objectives and the values that guide achievement of those objectives. (MSE)

ED 304 550 CE 052 072

Towards a Framework for Curriculum Entitlement.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-103-9
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Adult Education; *Curriculum Design; *Curriculum Development; *Educational Opportunities; *Educational Planning; Foreign Countries; Postsecondary Education; Vocational Education
IDENTIFIERS- Great Britain

This document describes a curriculum framework for a planning process that should be undertaken by local education agencies (LEAs) and institutions in Great Britain. It suggests a focus on the curriculum that synthesizes existing plans, unifies programs, and emphasizes planning for learning and learners. The next section proposes that the scheme, plan, curriculum statement, and development strategy produced as a result of LEA curriculum planning should be seen as having separate but interconnected functions. It recommends that resources should be related to learning, planning should provide the opportunity for development and accountability, and there should be adequate support. A curriculum framework common to all learners provides the basis for the most effective planning. The framework is described as being a statement of what should be provided and comprising a detailed statement of the aims, principles, and procedures of the education service. A section on curriculum entitlement suggests that the minimum entitlement should comprise negotiated content, negotiated and prespecified outcomes, individual progression opportunities, and learning experiences that are the same for everyone. A discussion of institutional provision recommends publishing of a mission statement and formulation of an action plan as steps in the provision of learning that is enriching and equitable. (YLB)

ED 304 607 CG 021 480

Ofsanko, Frank
Current Legal I-O Issues.
PUB DATE- Aug 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; Federal Legislation; *Industrial Psychology; *Legal Problems; Legal Responsibility; *Psychologists; State Legislation; Testing Problems; Work Environment

This report focuses on a myriad of national, state, and local laws, regulations and court decisions which govern the everyday work of industrial and organizational psychologists. Legislation already in effect and legislation still pending are discussed. Citing relevant legislation and court decisions throughout the text, the paper addresses such issues as equal opportunity employment, validity generalization and test transportability, testing policies for employment and education, confidentiality and demands for privacy, drug testing and proper drug testing procedures, polygraph testing, computerized personality test results and interpretation, individual and employee rights, participative decision-making, informing employees of safety or health hazards in the workplace, employee protection from such hazards, how employers should deal with employees having acquired immune deficiency syndrome and other contagious diseases, definitions of various handicaps and handicapped workers, job stress, worker's compensation, alcoholism and chemical dependency, compulsive gambling, workforce illiteracy, comparable worth and equal pay, aging workers, genetic screening, smoking, and sexual harassment. Workplace surveillance, via telephone and electronic equipment, is also discussed. (NB)

ED 304 667 CS 009 552

Rasinski, Timothy V.
The Case Method Approach in Reading Education.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; Discussion (Teaching Technique); Higher Education; Models; *Preservice Teacher Education; Reading Instruction; *Reading Teachers; Teacher Education Curriculum; *Teaching Methods; *Theory Practice Relationship

A new approach to the teaching of reading education is needed which is not focused totally on method but (1) is sensitive to the situations and contexts in which methodologies are to be applied; (2) encourages the active participation of students and values their views about reading pedagogy; and (3) creates a forum in which ideas grounded in the real world of the classroom are free to be expressed and examined critically. The case method approach is based upon one developed at the Harvard Business School. The case presents a situation or a problem that is real in terms of nature, players, and setting and for which there are a number of alternative courses of action. Students are forced to use the knowledge gained from teacher and textbooks to make decisions, to predict outcomes, and to think critically and creatively. Reading education lends itself very well to a case method approach because there is currently no consensus in the field as to the best approach to the teaching of reading. Although there are criticisms of this approach, the reactions from students have been singularly positive. (RS)

ED 304 713 CS 506 495

Walsh, Frank
Public Relations & the Law.
Foundation for Public Relations Research and Education, Inc., New York, NY.
PUB DATE- 88
NOTE- 125p.
AVAILABLE FROM- Foundation for Public Relations Research and Education, Inc., 310 Madison Ave., Suite 1710, New York, NY 10017 ($32.25 including postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Advertising; *Copyrights; Financial Services; Freedom of Information; Freedom of Speech; *Laws; *Privacy; *Public Relations
IDENTIFIERS- *Defamation; Fair Use; *Public Relations Society of America

This monograph synthesizes the laws and regulations that form the basis of the right to representation in the court of public opinion by all who would seek to influence public and private decisions. It expresses the framework of human and social values that underlie this constitutional freedom and that give public relations and other management communication disciplines their force and importance in a democratic society. Intended to be a desk-top reference for the practitioner, this monograph provides an overview of the law and its application to public relations. When available, guidelines by government agencies or regulations have been included. The areas of the law that are covered in the monograph are privacy, copyright, advertising and corporate speech, defamation, and financial public relations. An appendix provides a reference to the Public Relations Society of America's (PRSA) code of professional standards. (MS)

ED 304 727 CS 506 565

Andersen, Peter A.; Guerrero, Laura Knarr
Avoiding Communication: Verbal and Nonverbal Dimensions of Defensiveness.

PUB DATE- Feb 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Apprehension; Communication Research; Interpersonal Competence; *Nonverbal Communication; *Verbal Communication
IDENTIFIERS- *Communication Behavior; *Defensiveness; Situational Context

Defining defensiveness as a protective reaction resulting from fear or a threat to one's face or ego, this paper provides a perspective on both verbal and nonverbal aspects of defensiveness. First, the paper examines two trait-like communication predispositions--communication apprehension and touch avoidance--which arguably produce defensive behavior. Communication apprehensives are described as displaying three predominant interrelated behavior patterns characterized by withdrawal, reduced awareness, and tension, posited to be self-protective responses that paradoxically cause a negative spiral of fear, anxiety, and defensiveness. Similarly, while communication apprehension affects the likelihood of verbal contact, touch avoidance may affect the likelihood of nonverbal contact and increased intimacy. Next, the literature on disconfirmation (defined as behavior that causes another person to value himself less, with disconfirming communication characterized as indirect, closed, and ambiguous) is examined for its contribution to the defensiveness construct. Three different yet overlapping styles of disconfirming communication are discussed in the paper: (1) indifference; (2) imperviousness; and (3) disqualification. Finally, research on nonverbal immediacy (viewed as the inverse of defensiveness) is reviewed to derive some additional nonverbal behaviors associated with defensiveness. Seventy-one references are attached. (SR)

ED 304 787　　　　　　　EA 020 811

Runkel, James A.
The Practicum in Educational Administration: Still Useful but Major Changes Are Needed.
PUB DATE- Dec 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Field Experience Programs; Higher Education; *Internship Programs; *Practicums; Program Evaluation; Schools of Education; Specialist in Education Degrees; Surveys
IDENTIFIERS- *University of North Carolina Greensboro

The Department of Educational Administration, Higher Education, and Educational Research at the University of North Carolina at Greensboro (UNCG) uses the practicum in educational administration at the master's degree level as its primary vehicle in preparing school administrators. After listing and responding to the most frequent criticisms of the practicum program, this document reports the findings from a survey of 38 institutions with graduate programs in educational administration nationwide, of which 13 were in North Carolina. Twenty-eight responses (66%) were collected. The purpose of the survey was to determine how these colleges and universities conduct the practicum, in order to guide the Department of Educational Administration at UNCG in its plans to improve and extend its own practicum program. The survey instrument included four sections, of which the first three requested the same information, respectively, about each institution's Master's Degree, Ed.S. Degree (or equivalent), and Ed.D. degrees in educational administration. Section IV consisted of two general questions on how the practicum programs differ from each other and on whether additional information would be useful. General findings, conclusions, and recommendations are enumerated, and then results for each item of the survey are reported in detail. (TE)

ED 304 815 EC 212 505

Bakewell, Deborah; And Others
Teacher Stress and Student Achievement for Mildly Handicapped Students. Research Report No. 13. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 38p.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Mild Disabilities; Parent Teacher Cooperation; Qualitative Research; *Stress Variables; Teacher Administrator Relationship; Teacher Burnout; *Teacher Effectiveness; Teacher Morale; Teacher Student Relationship; Teaching (Occupation); *Teaching Conditions

Factors related to teacher stress and the relationship between teacher stress and student achievement were investigated using a qualitative research approach. Regular education teachers (n=35) and special education teachers (n=28) of mildly handicapped elementary students were interviewed about their perceptions of general stress in teaching, stress in teaching mildly handicapped students, advantages and disadvantages of teaching, and perceptions of parental and administrative support. Teachers reported moderate stress associated with teaching, little parental support, and fairly high administrative support. Factors that appeared to be related to teacher stress were the teacher's school district (urban/suburban) and the educational degree obtained; these two factors interacted with teacher category (regular/special education). No relationship was found between teacher self-reports of job-related factors and stress and the achievement of their mildly handicapped students. Based on the results of this and other research on teacher stress, suggestions for future research and for improving teaching conditions are offered. (Author/JW)

ED 304 873 FL 017 797

Yli-Renko, Kaarina
Intercultural Communication as an Aim of English Language Teaching. Research Bulletin 69.
Helsinki Univ. (Finland). Dept. of Education.
PUB DATE- 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Problems; *Communication Skills; Cultural Differences; *English (Second Language); Foreign Countries; *Intercultural Communication; Language Attitudes; Oral Language; Second Language Instruction; Surveys
IDENTIFIERS- *Finland

A study investigated the attitudes of English-speakers living in Finland toward English oral communication with Finns. English-speaking diplomats, businessmen, and their wives were surveyed with Likert-type and open-ended questions. Results indicated that Finns have a good command of English grammar, with difficulties in communication attributed to limited vocabulary and inappropriate word choice. Finns are not seen as lacking empathy, enthusiasm, or friendliness, which are necessary elements in intercultural communication, but barriers to communication may be caused by the Finnish culture-related communication patterns that the Finns transfer into English-language communication: Finns are seen as too silent, shy, and guarded in intercultural communication with English-speakers, among whom great cultural value is given to verbal communication. It is concluded that English-language instruction in school should have as an objective the lowering of these barriers to intercultural communication, by making Finns aware of the barriers and by teaching linguistic strategies to avoid or overcome them. Descriptions of intercultural differences among Americans, British, Canadians, and Finns gained through the survey are also seen as having value for textbook writers and for providing information about manners and mannerisms for use in English-language instruction. (MSE)

ED 304 522 CE 051 966

Kolb, William J.
Basic Skills in the Work Setting.
PUB DATE- 25 Jan 89
NOTE- 18p.; Paper presented at Careers 2000: Challenges and Opportunities (Madison, WI, January 25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Basic Skills; *Dropout Prevention; Economic Development; Educational Attitudes; Outcomes of Education; Program Effectiveness; Program Implementation; *School Business Relationship; *Skill Development; *Summer Programs; *Work Experience Programs
IDENTIFIERS- Job Training Partnership Act 1982; *Summer Reporter Project WI

Now that basic skills have been linked to the economic prosperity of the country, businesses have become concerned about improving the basic skills of young people. A promising approach is the Summer Reporter Project conducted in Wisconsin as part of the summer programs of the Job Training Partnership Act. The program has three main elements: (1) work/study, whereby basic skills are linked with elements of the work/study jobs, and job-site supervisors who act as both work supervisors and basic skills teachers; (2) Youth Tutoring Youth, whereby high school youth in need of remediation, under the guidance of instructors, tutor elementary school children in community centers; and (3) Summer Newsletter, whereby students read books and articles and report on them as well as interview and write about individuals of interest to them. The program's key elements include parental involvement; pretests and posttests; certificate of achievement awards; supervisors willing to train and educate youth; community centers that provide facilities and staff to supervise high school student tutors; and a high school counselor as coordinator. The program has been successful in holding students in school and in keeping them from losing skills during the summer. (KC)

ED 304 579 CE 052 117

King, Suzanne
Comparing Male and Female Adolescents with a Causal Model of Career Maturity.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age; Career Choice; *Career Development; Family Influence; Females; High Schools; Males; Occupational Aspiration; Self Concept; *Sex Differences; *Vocational Maturity

Existing theories of career development are based primarily on observations of white, middle-class males. This has prompted consideration of a separate theory of career development for women. Before a separate theory can be justified, it must be established that sex differences in the career development process do exist. A study attempted to determine if sex differences exist in the relationships among, and relative strengths of, a set of variables in a causal model of career maturity. High school students recruited from study halls in two school systems in rural and suburban areas of southwestern Virginia were administered short tests and a questionnaire. Data were collected from 156 male and 162 female students in grades 10-12. Ninety percent of the students were Caucasian, and the majority came from middle and upper middle class families. Students' parents also were surveyed. The set of variables measured included background variables such as family climate and locus of control. The results of the study suggest that the development of career maturity differs in subtle ways for males and females. For males, the single most important determinant of career attitudes was age: the older a boy becomes the more ready he is to make career decisions. Although this tends to be true for females as well, age is not as important as a sense of family cohesion and an internal locus of control. (KC)

ED 304 697   CS 211 720

Morran, Judy; Ogren, Denise
Connecting the Kindergartner to Writing and Literature.
PUB DATE- 10 Nov 88
NOTE- 13p.; Paper presented at the Annual Indiana University Fall Language Arts Conference (Bloomington, IN, November 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Class Activities; *Classroom Environment; Kindergarten; *Kindergarten Children; Primary Education; *Student Experience; Teaching Methods
IDENTIFIERS- Beginning Writing; *Emergent Literacy; *Print Awareness

Three interrelated strategies of print instruction can be used to connect kindergarten students to writing and literature: (1) connecting the child to previous experiences; (2) connecting verbal and written language; and (3) connecting children to literature, print, and writing. Children can link their past experiences to print by labeling classroom items, using a "message" board and sign-in sheets instead of taking attendance orally, and writing in journals. Verbal speech can be related to print by daily routines of reading aloud the calendar, weather chart, and daily schedule. Verbal speech can also be connected to print by reading aloud songs and poems, by communicating through "written" conversations, and by writing books from the children's verbal recounting of events in their lives. Finally, teachers can help children understand the connection between literature and print by providing a large variety of books and ample time to look at them, by helping children understand and appreciate literature through book extensions, reading strategy instruction, and literature study, by integrating literature across the curriculum, and by reading aloud to the class. (Examples of a label book page, sign-in sheet, and a written conversation are attached, as well as lists of helpful materials to use in the classroom.) (MM)

ED 304 742 EA 020 649

Weller, Judith
Women in Educational Leadership. Monograph. Volume 3, Number 4.
Ohio State Univ., Columbus. Center for Sex Equity.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Futures (of Society); *Labor Force Development; *Leadership Qualities; *Participative Decision Making
IDENTIFIERS- *Ohio

Although female teachers have dominated education, relatively few women have pursued administrative positions. In 1988, women in Ohio held only 4.5 percent of all superintendencies. The state generally lags behind the lackluster national average, according to a 1985 Project on Equal Education report. Because of changing U.S. demographics, future working women will take their careers more seriously than their predecessors. This paper discusses characteristics of future educational leaders, examines women's underrepresentation in leadership roles, explores women's leadership styles, and suggests ways for women to enter educational administration. Besides basic management skills, new leaders will need to possess vision, visibility, concern for people, power-building strategies, and a cooperative, yet firm leadership style. Numerous theories exist to explain the dearth of female leaders, ranging from fear of success to denial of equal opportunity. New brain research suggests that neurological differences may account for gender variations in organizing reality and achieving identity. Women should not assume a "male" leadership style, but develop their own style within the framework of their femininity. Many "female" traits previously considered liabilities (such as cooperation, intuition, and open communication) may prove to be valuable assets for 21st century female administrators. Recent research has demonstrated the benefits of feminine culture in schools. Women administrators offer various suggestions for aspirants: (1) know yourself; (2) share goals; (3) find a mentor; (4) network; (5) be prepared; (6) be above reproach; and (7) do not make gender an issue. Included are 27 references. (MLH)

ED 304 773 EA 020 787

Blumberg, Arthur
School Administration as a Craft: Foundations of Practice.
REPORT NO.- ISBN-0-205-11674-4
PUB DATE- 89
NOTE- 238p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Inc., 160 Gould Street, Needham Heights, MA 02194 ($36.95 plus $3.00 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; *Administrator Effectiveness; *Administrator Qualifications; Administrator Responsibility; Administrator Role; Administrators; *Educational Improvement; Elementary Secondary Education; Instructional Leadership; Management Development; *Occupational Information; *School Administration

In three parts, this book intends to present and illustrate a way of understanding the field of school administration and the work of administrators as craft within the context of how administrators function daily. Part 1 argues for school administrators to perceive their work as craft. Part 2 describes administrators' work as craft in action and thought. Part 3 asks and answers questions about the language of administrative craft, types of people fitting the profession, the values of administrative craft, craft improvement, and the preparation of administrative craftsmen. In addition, a discussion about recognizing and enhancing administrative artistry ensues. (JAM)

ED 304 830 EC 212 525

Patton, James R.; Polloway, Edward A.
Curricular Orientations. Chapter Two.
PUB DATE- 88
NOTE- 14p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Compensatory Education; *Curriculum; *Educational Practices; Elementary Secondary Education; Learning Strategies; Mainstreaming; *Mental Retardation; Remedial Programs; Social Development; Special Classes; *Special Education; *Student Placement; Tutorial Programs; Vocational Education

The purpose of this chapter is to review the major curricular orientations which can be found in special education settings for students with mental disabilities. Program orientations differ along two primary dimensions: the amount of time students spend in special settings or with special education personnel, and the extent to which the curriculum differs from that offered in regular education. Three general curricular orientations are examined: (1) remedial models, including programs focused on basic academic skill development/remediation and social skills training; (2) maintenance models, including tutorial approaches, learning strategies, and compensatory techniques; and (3) functional models, including vocational training and approaches which relate to adult outcomes. The particular appropriateness of each approach is a function of a number of variables, including student variables (cognitive-intellectual level, academic achievement, grade placement, motivation/degree of responsibility, and social skills); parent variables (expectations, degree of support provided, value orientation, and cultural factors); regular education/mainstream variables (teacher and nonhandicapped student acceptance of diversity, accommodative capacity of the classroom, options for vocational education, amount of cooperation between regular educators and special educators, etc.); and special education

variables (size of caseload, access to curricular materials, focus of teacher's training, and support available to special educators). (JDD)

ED 304 917 FL 017 874

Macris, Peter J.
The National Association of Self-Instructional Language Programs (NASILP) and International Business: Natural Allies.

PUB DATE- Apr 88
NOTE- 8p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; Business Communication; Cost Effectiveness; Higher Education; Instructional Effectiveness; Language Proficiency; *Languages for Special Purposes; *Nontraditional Education; Oral Language; Program Design; *Second Language Programs; *Small Group Instruction; *Tutoring
IDENTIFIERS- *National Assn Self Instructional Language Prog

The National Association of Self-Instructional Language Programs (NASILP) offers a program option for institutions that lack the resources to develop a regular second language program but want to offer instruction in a broad range of languages for international businesses. The cost-effective, media-intensive approach consists of a controlled program of instruction coordinated by an individual from the institution, often a trained language teacher, who selects and orients tutors and finds appropriate materials, equipment, and qualified tester/consultants with the assistance of NASILP. Students accepted into the program receive a large-group orientation to learn about the program and materials, meet their tutors, and set up tutoring sessions. Testing is done by an external consultant, usually individually and orally. Tutors, often

foreign students, provide oral practice. Students spend at least 2 hours in the language laboratory before each practice session. Instructional groups usually have 4 to 6 students. The coordinator visits the group 4 to 6 times each semester. Because a NASILP program can be started with few students and limited resources, the addition of a language component is possible for many international business programs. The NASILP program also makes possible the study of two or more languages simultaneously, or the addition of languages during a career. (MSE)

ED 304 565 CE 052 096

Health and Human Services Issues. Transition Series.

Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/OCG-89-10TR
PUB DATE- Nov 88
NOTE- 41p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more, 25 percent discount).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Cost Effectiveness; *Delivery Systems; Departments; *Federal Aid; *Federal Government; Federal Legislation; *Health Care Costs; Health Services; *Human Services; Resource Allocation; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Social Security; Social Security Administration

The Department of Health and Human Services (HHS) should take actions in four critical areas in order to serve the millions dependent on it for benefit payments and services. First, HHS should improve departmental management by investing in department-wide planning, its personnel, and its financial and information management. HHS can eliminate role confusion among its senior executives by restructuring the role of the Chief of Staff. Second, HHS must continue to pursue the cost-containment goal. Positive steps include refining Medicare's hospital prospective payment system and improving controls over payments for physician and related services. The Secretary of HHS must also develop a strategy for addressing the long-term care problem. Third, HHS needs to enhance the financing and delivery of Social Security benefits. The Secretary should take special care to preserve the security of its financing, continue efforts to enhance public confidence in the program, and ensure that the Social Security Administration delivers high-quality service to the public. Fourth, the Secretary must provide strong leadership to implement welfare reform. HHS should reorient the country's view of welfare's role and strengthen programs to promote parental responsibility. (YLB)

ED 304 594 CG 021 466

Morris, David C.
Patterns of Interaction with and Perceived Closeness to Adult Offspring by Older Adults in Middletown, U.S.A.
PUB DATE- Nov 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; *Behavior Patterns; *Intimacy; Loneliness; *Older Adults; *Parent Child Relationship; *Proximity

Relations between older adults and their adult offspring have been of considerable interest to social gerontologists. This study was conducted to examine patterns of intergenerational interaction and contact in a community setting. Telephone interviews were conducted with 400 residents over the age of 60. Items in the interview were taken from either Caplow's Middletown III study (the Kinship Survey) or the Commission on Aging Survey, with some items being modified for use in a telephone survey. The results revealed that 335 of the 400 respondents had one or more living children, with 74.3% of that group having at least one child living within 50 miles of the respondent. The findings showed that respondents seemed to feel that they had sufficient levels of contact with offspring, friends, neighbors, and confidants. Widowed respondents saw their children more often than did married respondents. Most respondents indicated they were not lonely. Income, gender, having children, marital status, and amount of contact with a confidant appeared to play a role in varying degrees of loneliness. Respondents who felt a stronger obligation to maintain contact with their children, who received more advice from their children, and who lived farther from those progeny expressed somewhat higher levels of "Closeness" to offspring. (NB)

ED 304 622 CG 021 496

Labott, Susan M.; Martin, Randall B.
Emotional Weeping, Age, and Physical Disorder.
PUB DATE- Aug 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Aging (Individuals); Coping; *Diseases; *Emotional Response; Sex Differences; Well Being
IDENTIFIERS- *Crying

Traditional ideas suggest that emotional weeping is healthy, but empirical support for this position is lacking. This study examined the relationship between crying frequency and reported physical disorders, and changes in crying frequency with age. Subjects were 225 men and 285 women ranging in age from 18-81. Subjects participated in telephone interviews and responded to questions about physical disorders, crying frequency, use of humor to cope with stressful events, and use of crying to cope with upsetting events. Results indicated that weeping was associated with increased disorder in early adulthood. As age increased, however, frequent criers were healthier than those who reported no weeping. Crying frequency decreased from ages 18-81 (with the exception of a slight increase at middle age). Females reported greater crying frequencies than males at each level. These results integrate previous discrepant findings about weeping frequency, age, and physical disorder. That is, previous research with young adults has shown that high weepers reported greater psychological mood disturbance than low weepers. Weeping is shown to be associated with decreased physical disorder. The behavioral and attitudinal issues surrounding weeping require further study. (Author/ABL)

ED 304 653 CG 021 528

Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 18 Feb 88
NOTE- 189p.; Serial No. 100-85. For related hearings, see ED 297 236 and CG 021 529-530.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Children; Delinquency; *Federal Legislation; Federal Programs; Financial Support; Hearings; *Missing Children; *Runaways
IDENTIFIERS- Congress 100th; *Juvenile Justice Delinquency Prevention Act 1974

The text of the final Congressional hearing on H.R. 1801, a bill to reauthorize the Juvenile Justice and Delinquency Prevention Act for 4 more years, is presented in this document. Introductory statements are given by Congressmen Dale E. Kildee and Tom Lewis. Testimony by these witnesses is included: (1) Ernest E. Allen, chairman of the board of directors, National Center for Missing and Exploited Children, Louisville, Kentucky; (2) William A. Bogan, executive director, National Coalition of Hispanic Mental Health and Social Service Organizations, Washington, D.C.; (3) Janet Dinsmore, Ad Hoc Coalition for Juvenile Justice and Delinquency Prevention, Washington, D.C.; (4) Donna Gary, national board member, National Council of Jewish Women, Fairfax, Virginia; (5) Ward Leber, president, International Missing Children's Foundation, La Jolla, California; (6) Tom McDonald, first vice president, National CASA Association, Louisville, Kentucky; and (7) Ronald L. Williams, executive director, Covenant House (Under 21), New York, New York. Additional statements, letters, and supplemental materials are provided by John R. Bolton, Assistant Attorney General, United States Department of Justice; William J. Landers, Deputy Associate Attorney General, United States Department of Justice; the National Parent Teacher Association; Services for the Missing; and Congressman Tom Tauke. (ABL)

ED 304 668 CS 009 553

Rasinski, Timothy V.; Zutell, Jerome B.

Research and Practice: Making a Place for Fluency Instruction in the Regular Reading Curriculum.

PUB DATE- 89
NOTE- 15p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Instructional Improvement; Models; Oral Reading; *Reading Instruction; Reading Research; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Reading Fluency

Although research efforts into improving reading fluency and general reading performance through fluency training have enjoyed a resurgence in recent years, basal reading approaches still dominate reading instruction, and fluency is rarely viewed as an important component of the instructional package. Several models of reading fluency instruction make fluency an integral part of the regular reading curriculum. For example, the Oral Recitation Lesson incorporates aspects of repeated readings, teacher modeling of fluent oral reading, and standards for student mastery of the text. Other recently developed curriculum models for fluency capitalize on the notion of pairing students into cooperative dyads and having them work together in supporting each other's growth in fluency and general reading proficiency. Using these models as guides, teachers can begin to incorporate elements of fluency instruction into their classrooms. (Eighteen references are appended.) (MM)

ED 304 757 EA 020 756

Graduating from High School: New Standards in the States.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-RB-02-04/89
PUB DATE- 89
NOTE- 9p.; For the full report, see EA 020 755.
AVAILABLE FROM- Publication Sales, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Core Curriculum; Curriculum Design; Curriculum Development; Educational Policy; *Educational Quality; *Graduation Requirements; High Schools; Low Achievement; *State Standards

This issue of CPRE Policy Briefs draws on a report by William Clun and others entitled "The Implementation and Effects of High School Graduation Requirements: First Steps Toward Curricular Reform."

Evidence from this indepth study of the effects of education policies in six states indicates that state-mandated increases in minimum course requirements since 1980 have resulted in low- and middle-achieving students taking more classes in academic subject areas, but that the courses are at the basic, general, or remedial level and do not meet the goals of a high-quality, uniform curriculum proposed by "A Nation at Risk" and other reform reports. After an initial discussion of increased course requirements in 45 states, the middle section of the report evaluates the success of the new student standards by answering specific questions. The report concludes with a list of Clune's conclusions and recommendations: (1) streamline the core curriculum; (2) aim the curriculum at higher learning objectives; (3) pay special attention to instruction for middle- and low-achieving students; (4) use different policy instruments for different purposes; (5) design technical assistance for schools for improved content; (6) build an indicator system to track content and course-related achievement; (7) continue research on curriculum improvement; and (8) evaluate changes in the policymaking process. (TE)

ED 304 845 EC 212 540

Caster, Jerry A.
Sex Education. Chapter Seventeen.
PUB DATE- 88
NOTE- 31p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Controversial Issues (Course Content); Curriculum; Educational Objectives; Human Resources; *Interpersonal Relationship; *Mental Retardation; *Sex Education; Sexuality; Social Responsibility; Student Responsibility; Teacher Characteristics; *Teaching Methods; Values

Information and a framework that permits teachers to plan and initiate a successful sex education program for students with mental disabilities is provided. A major aspect of sex education should be its focus on social relationships, emotions, choice-making, and responsibilities to self and others. Sex education should not be viewed as a collection of facts, but as a problem-solving approach to real life situations. Discussed are the purposes of sex education, the qualities of an effective teacher of sex education, resources to help teachers learn about sex education instruction, use of resource persons, preparation of students for sex education, and involvement of students in the instructional process. Suggestions are offered for preventing controversy about the sex education program, primarily by communicating with parents. Five tables offer: (1) a developmental scope and sequence of sex education for mildly mentally disabled students; (2) two approaches to content organization in sex education, developed by W. Kempton and E. A. Polloway; (3) a list of selected commercial materials; (4) a list of topics for resource persons; and (5) sex education goals and objectives used at Ruby Van Meter School, Des Moines (Iowa) Public Schools. (JDD)

ED 304 860 EC 212 557

Interagency Plan for Children with Special Needs. Progress Report.
Maryland Governor's Office for Children and Youth, Baltimore.; Maryland State Coordinating Council for the Residential Placement of Handicapped Children, Annapolis.; Maryland State Dept. of Education, Baltimore. Office of Special Education.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.; Maryland State Dept. of Human Resources, Baltimore.
PUB DATE- Mar 87
NOTE- 64p.; For related document, see ED 280 228.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Alcohol Education; Child Abuse; Child Custody; Child Neglect; Child Welfare; *Cooperative Planning; Coordination; *Disabilities; Dropout Prevention; Drug Education; Drug Rehabilitation; Elementary Secondary Education; Handicap Identification; High Risk Persons; Individual Needs; Preschool Education; Prevention; *Social Services; *State Agencies; *State Programs; Student Evaluation; Truancy

IDENTIFIERS- Early Intervention; *Maryland

The Interagency Committee for Children was formed by three Maryland government agencies: the Department of Human Resources, Department of Health and Mental Hygiene, and Department of Education. Committee goals are to develop services for children and families and provide a more coordinated service system for special needs children and youth. This progress report summarizes the three Departments' fiscal year 1987 activities. The report recommends the following goals: (1) expand and coordinate a system of prevention/early intervention services for children aged birth to 3 years and their families; (2) strengthen the system of protective services to children at risk of abuse and neglect; (3) ensure that children who are at risk of commitment or who have already been committed to the custody of a state agency receive appropriate services; (4) reduce school truancy, prevent disruptive behavior in school, and encourage students to complete high school; (5) coordinate and expand drug/alcohol abuse education and treatment programs; and (6) establish comprehensive assessment, diagnosis, and evaluation services for special needs children. Progress is described on tasks outlined in the first interagency plan, in the areas of primary prevention; early intervention; evaluation, assessment, and diagnosis; in-home and community services; and substitute care services. (JDD)

ED 304 889 FL 017 846

Seabrook, Roberta; Valdes, Berardo
So You Were a Language Major: Corporate Interviewing and Training in Foreign Languages and Cross-Cultural Skills.
PUB DATE- Apr 88
NOTE- 15p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Business Administration; *Employment Qualifications; *International Trade; *Job Skills; *Language Proficiency; Language Role; Languages for Special Purposes; Majors (Students); Occupational Surveys; On the Job Training; Second Language Learning
IDENTIFIERS- *Multinational Corporations

A study of the attitudes and practices in multinational corporations concerning second language and intercultural skills as criteria for employment of international managers consisted of three elements: (1) a survey of corporations; (2) followup interviews with respondents and with commercial language schools and cross-cultural training consultants; and (3) discussion of the findings' significance with senior management officials in multinational corporations. The survey was mailed to 341 corporations and used, also, in personal interviews with 19 companies experiencing declines or some degree of commercial instability. Responses totaled 89. Respondents indicated and ranked the language-related criteria upon which they rely to choose international managers, including academic qualifications, internships, foreign credentials, proficiency ratings, specialized language instruction, translator certification, and previous business language use experience. Some unexpected findings emerged, and it was concluded that stateside language training or credentials were not viewed with confidence as evidence of useful language skills. The results suggested some further questions to be asked about the improvement of language training, the extent of career options and further training available to entry-level managers, and corporate assessment of language competence. (MSE)

ED 304 903 FL 017 860

Armstrong, Richard N.; And Others
Cross-Cultural Communication Training in Business: A Sensitizing Module.
PUB DATE- Apr 88
NOTE- 21p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Business Administration Education; *Business Communication; Communication Skills; *Cross Cultural Training; *Cultural Awareness; Educational Needs; Higher Education; *Intercultural Communication; Job Skills; Models
IDENTIFIERS- *Cultural Sensitivity

Many expatriate managers in multinational corporations have failed due to cultural ignorance. This failure has caused concern and heightened interest in training expatriate managers for cross-cultural appreciation and communication skills. The most commonly cited reasons for failure are the manager's and spouse's inability to adjust to cultural differences. A variety of resources for cross-cultural information are available. Components recommended for cross-cultural training include native and target culture communication skills development, culture-specific information, and general cultural awareness training. The design of existing training programs varies greatly. A study shows that U.S. firms and universities lag far behind their foreign counterparts in employee cross-cultural training, while other research shows that such training is effective in promoting business success. A five-phase cross-cultural communication training module has been designed to provide sensitization to the participant's own concept of culture and to promote appreciation of cultural diversity. The five phases include: (1) dyadic discussions of "outsider" experiences; (2) probing of participant membership in subcultures and subgroups; (3) small group discussion of the role of shared characteristics among culturally diverse individuals in appreciating differences; (4) cross-cultural simulation; and (5) debriefing and discussion. (MSE)

ED 304 537 CE 052 047

Board Certification. Registered EMT-Paramedic. Registered EMT-Intermediate. Registered EMT-Ambulance. Registered EMT-Non-Ambulance.

National Registry of Emergency Medical Technicians, Columbus, Ohio.

PUB DATE- 88

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Allied Health Personnel; *Certification; *Continuing Education; *Emergency Medical Technicians; Emergency Squad Personnel; *Employment Qualifications; Entry Workers; *Occupational Information; Postsecondary Education; *Standards

These three brochures outline entry requirements and certification information for: (1) emergency medical technician (EMT)-ambulance and EMT-non-ambulance; (2) EMT-intermediate; and (3) EMT-paramedic. Each brochure provides information on entry requirements, including provisional registration and expiration date; lapsed registration; examination process; revocation of certification; inactive status; and continuing education requirements for re-registration. A chart illustrates all of the continuing education requirements for re-registration. (YLB)

ED 304 802 EC 212 292

Egelske, Maxine L.
Reading and Speech Impediments.

PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Articulation Impairments; *Beginning Reading; *Decoding (Reading); Grade 1; *Phonology; Primary Education; *Reading Ability; Reading Comprehension; Reading Skills; Sex Differences
IDENTIFIERS- Severity (of Handicap)

This study reviewed the literature on phonological processes and decoding in beginning reading, and sought to determine the effect of functional articulation defects on decoding abilities in 18 first-grade students. Results indicated that students without speech impediments did not score significantly higher on a decoding test than students with speech impediments. No significant differences were found between: decoding scores of males and females with speech impediments, scores of students with mild and moderate speech impediments, and total reading scores of students with and without speech impediments. (JDD)

ED 304 551 CE 052 074

Cotton, Kathleen, Ed.
Work Now and in the Future: Implications for Education, Business and Training. Conference Proceedings (5th, Portland, Oregon, November 14-15, 1988).
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 42p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Education; Change; Community Colleges; *Corporate Support; Economic Development; *Educational Policy; Education Work Relationship; *Futures (of Society); *High Risk Students; Postsecondary Education; *School Business Relationship

These proceedings provide a summary of a conference for business and industry representatives, educators, and others concerned with the changing world of work. They present an overview of the over 100 speeches, panel discussions, film and video presentations, displays, participant sharing sessions, and hands-on demonstrations. These presentations are organized around these topical areas: at-risk youth (employment/training programs, teenage parents, student service centers, dropout prevention programs); special needs students (community college programs, learning disabled students); educational policy (integrated curriculum, ERIC, career development programs, applied academics developers and users); technology (computer networks, robotics in education, CD ROM technology); business/education partnerships (apprenticeship programs, state approaches); community college programs (articulation programs, occupational information database); economic development (social security, lifelong learning, the changing work force, career redirections program for adults, drugs in schools and work environments); and the changing work force. Brief summaries of the presentations are provided. (YLB)

ED 304 608 CG 021 481

Hare, Patrick H.
Affordable Housing and the Empty Nester Boom.
PUB DATE- Mar 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Housing Needs; *Housing Opportunities; *Older Adults
IDENTIFIERS- *Alternative Living Arrangements; *Empty Nest Syndrome

One of the best ways to produce affordable housing is to address the needs of a group that has too much housing. A baby boom generation generates an empty nester boom. An empty nester boom means dramatic underutilization of the housing stock. If a small percentage of homeowners were to install an accessory apartment, they would have a significant effect on the availability of housing. These apartments would typically rent at below market rates for comparable units. Another choice for making better use of housing is shared housing, in which a matching agency helps the homeowner find a compatable person to share the home in return for rent and/or services to the homeowner. Echo homes in which a separate, age-appropriate small home is temporarily installed in the side or rear yard of the home of an adult child and is used by an aging parent is another way to to make single family housing more productive. Accessory apartments, shared housing, and echo housing are collectively known as alternative living arrangements. Because of the housing needs of the elderly, aging organizations have often been the strongest advocates of these types of alternative living arrangements. Alternative housing can allow the elderly to plan ahead, before they become frail, to age in a familiar place. An educational campaign about alternative living arrangements can both help the elderly and provide housing for others. An educational campaign should cost much less than the construction of new housing units. (ABL)

ED 304 639 CG 021 513

Rusak, Judith M.; And Others
Staff Ratings of Relocation Risk in Elderly Patients.
PUB DATE- Nov 88

NOTE- 8p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988). Supported by the Health Systems Research and Development Services of the Veterans Administration and the Bath VA Medical Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High Risk Persons; Identification; *Institutionalized Persons; Males; *Nurses; Nurses Aides; Nursing Homes; *Older Adults; *Relocation; *Stress Variables; Veterans

Patients in long-term care facilities are often moved from one living area to another within an institution. While the staff often consider such moves as part of the daily work load, even intrainstitutional relocation has been observed to have negative consequences for the elderly patient. If staff could identify those patients who might experience difficulties with a relocation, they could deal more intensively with these high-risk patients before, during, and after the move, hopefully avoiding a crisis situation for the patient. Staff and service professionals, however, may not be particularly accurate in assigning risk status. This study was undertaken when it was decided that a large number of nursing home care patients within a Veterans Administration domiciliary setting would be relocated upon completion of a renovation program. It attempted to identify high-risk relocation patients and to examine the extent to which staff ratings of patient risk status could identify such patients. Male nursing home residents (N=116) requiring minimum or moderate care were rated by 16 registered nurses, 3 licensed practical nurses, and 6 nursing aides. Ratings were averaged within level of training. The means for the three levels were significantly different and within each level there were significant differences among individual staff members. The findings suggest that the staff often misperceive the elderly and question the reliability of staff ratings as a means of identifying patients at risk from an impending relocation. It would appear that additional techniques are needed to overcome the lack of consensus among staff members. (NB)

ED 304 682 CS 009 582

Morgan, Mary
Content Area Reading in Elementary Education. Focused Access to Selected Topics (FAST) Bibliography No. 24.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Content Area Reading; *Elementary Education; *Reading Instruction; Reading Material Selection; *Reading Research; Reading Strategies; Teaching Methods
IDENTIFIERS- ERIC Digests

Focusing on content area reading in elementary education, this annotated bibliography contains references to 29 articles and papers in the ERIC database, dating from 1987 to 1989. The citations include articles discussing content area reading research, reading material selection, and teaching strategies for content area reading at the elementary level. (MM)

ED 304 698 CS 211 723

Lund, Donna J.
A Structural Approach to Integrating Write To Learn in All Disciplines.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; Course Descriptions; Curriculum Development; Faculty Development; Higher Education; *Interdisciplinary Approach; Models; *Program Development; Program Effectiveness; *Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- Robert Morris College PA; Writing to Learn

The Writing Across the Business Disciplines Project at Robert Morris College has had a profound effect on faculty from various disciplines who have taken part in the program since its inception in 1985. Each participant targets a specific course in his or her own field for intensive scrutiny and eventual re-design. During this process, faculty learn to use writing as a tool for accomplishing the goals of the course. This integration of writing-to-learn into the structure of course design is the most powerful feature of the Writing Across the Business Disciplines Program. In addition to the courses that were redesigned as part of the program, all new courses and courses that are up for periodic review must follow the guidelines developed by the project. The experiences of all those involved in the program shows clearly that integrating writing into well-conceived course designs produces a writing across the curriculum program with lasting, sustainable qualities. (An appendix presents two course plans based on the project guidelines.) (RS)

ED 304 714 CS 506 538

Aitken, Joan E.
Governmental Immunity for Public Education: A Shield of Legal Protection.
PUB DATE- 6 Apr 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Culture Association (11th, St. Louis, MO, April 5-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Constitutional Law; Court Litigation; Government Role; *Government School Relationship; Higher Education; Legal Problems; Public Education; Public Policy
IDENTIFIERS- *Eleventh Amendment; Fourteenth Amendment; *Governmental Immunity

The American tradition of sovereign immunity and the Eleventh Amendment of the United States Constitution have provided certain legal protection to government personnel, including leaders of public elementary, secondary, and post-secondary institutions, but the concept of governmental immunity may be difficult to understand as it applies to educators. Generally, governmental immunity has protected educators in four areas: discretionary or judicial function, mandatory function, passive misconduct, and when state interests outweighed individual rights. On the other hand, courts also have held public educators liable in cases that involved: private function (proprietary), ministerial function (mandatory acts), optional or permissible function, creation or maintenance of nuisance resulting in injury or death, active, positive or willful and intentional wrong, judicial waiver, legislative waiver, judicial appearance, state participation in federally regulated areas, Fourteenth Amendment violation, and Civil Rights Act of 1981 violation. There are basically two reasons supporting a rationale for governmental immunity as applied to public education: the theory of sovereignty and the concern for public policy. As instruments of the state and local governments public education and its officials have received sovereign and Eleventh Amendment immunity. However, when educators have looked to the doctrine of immunity as protection, they have found what could be expected from a rusty feudal shield in a modern war. An individual feels more secure while standing behind it, but when the blast is over, the shield has offered no real protection. (Thirty-nine references are attached.) (RAE)

ED 304 728 CS 506 566

Kohl, Herbert R.

Making Theater: Developing Plays with Young People.
Teachers and Writers Collaborative, New York, N.Y.
REPORT NO.- ISBN-0-915924-17-x
PUB DATE- 88
NOTE- 143p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acting; Class Activities; *Drama; Dramatic Play; *Dramatics; Elementary Secondary Education; Playwriting; Skits
IDENTIFIERS- *Childrens Theater; Improvisation

Intended for teachers who have no particular experience or training in teaching theater, but who have a love of theater and enjoy a good play, this book discusses making theater with children. It explores improvisation, reading and acting with scripts, adapting plays for young actors, and writing plays. The examples presented in the text are appropriate for a wide range of ages (from 5-year-olds to teenagers) and most can be modified to suit students of almost any age. Following an introduction discussing the power of illusion, chapter 1 deals with preparing to do theater. Chapter 2 deals with developing a performance; chapter 3 covers monologues and dialogues. Adapting plays for performance is the topic of chapter 4, and chapter 5 contains some concluding thoughts. Two appendixes contain scripts for two plays developed by the author and his classes: "The Four Alices and Their Sister Susie in Wonderland," and "Antigone." Selected resources are listed on the theory and practice of doing plays, sources for scenes, and Shakespeare. Illustrations provide photographs of the group at work, of a playbill and an invitation, and of productions. (SR)

ED 304 788 EA 020 812

Teacher Appraisal System. Teacher Orientation Manual, 1988-89.
Texas Education Agency, Austin. Div. of Management Assistance and Personnel Development.
REPORT NO.- TEA-GE8-252-01
PUB DATE- 88
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compliance (Legal); Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluation Utilization; Instructional Improvement; Staff Development; *State Standards; *Teacher Evaluation; Teacher Improvement; Teacher Orientation
IDENTIFIERS- *Texas Teacher Appraisal System

During the 1986-87 school year, the state of Texas implemented the Texas Teacher Appraisal System (TTAS), a comprehensive and generic system for improving instruction. This teacher orientation manual has been developed to increase teachers' knowledge of this new appraisal system. The first section provides an overview of the TTAS, including its historical development, the assumptions underlying it, and the statutory provisions for appraisal of certified personnel. This is followed by a copy of the appraisal instrument and various forms used in the appraisal process, including the professional growth plan, the score conversion chart, the observation/evaluation record form, and the appraisal record form. A description of the procedural requirements is included for each of these instruments. Appended are annotated references keyed to each criterion of the TTAS, followed by a bibliography and a glossary of key terms. (TE)

ED 304 816 EC 212 506

Ysseldyke, James E.; And Others
A Case Study Analysis of Factors Related to Effective Student-Teacher Ratios. Research Report No. 14. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 85p.
GRANT- G008630121
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Case Studies; Class Size; Elementary Education; *Grouping (Instructional Purposes); *Instructional Effectiveness; Labeling (of Persons); *Learning Disabilities; *Mild Mental Retardation; *Teacher Student Ratio; Time on Task
IDENTIFIERS- Direct Instruction

Case study analyses of nine mildly handicapped elementary students were conducted to identify factors related to gains in achievement and to higher active academic responding times (ART) in relation to different student-teacher ratios. Six learning disabled and three educable mentally retarded students (grades 3-5) were observed in special education settings under different student-teacher ratios. Information was collected on each student in the areas of aptitude, achievement gains during a one-year period, behavior, the nature of home, school, and community learning environments, methods of instruction, and the student's academic engaged time (and other times) under different student-teacher ratios. Results indicated considerable inter-individual and intra-individual variability in all factors examined, but few consistent trends. Among conclusions discussed is that ART changes in relation to several variables, particularly the content area of instruction, the nature of the task, and environmental distractions. The data also seemed to indicate that the special education categorical label assigned to a student does not determine the effectiveness of different student-teacher ratios. Results suggested that ART is higher when the method of instruction is some form of direct instruction. (JW)

ED 304 831   EC 212 526

Cronin, Mary E.
Applying Curriculum for the Instruction of Life Skills. Chapter Three.
PUB DATE- 88
NOTE- 17p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum; *Daily Living Skills; Elementary Secondary Education; *Mental Retardation; Models; Nontraditional Education; Program Development; Program Implementation; *Skill Development; *Teaching Methods
IDENTIFIERS- *Adult Performance Level; *Independent Living

This paper discusses the instruction of adult performance outcomes and life skills in classes for students with mental disabilities. Basic considerations in teaching life skills include teaching for lifelong learning, teaching for relevancy, and teaching beyond textbooks and classrooms. Several strategies have contributed to the success of programs utilizing a life skills theme. These include use of a nontraditional curriculum, such as the Adult Performance Level (APL) Curriculum Model. The APL model offers a basic structure by which individual schools can develop life skills programs which are relevant to their communities. The curriculum was developed on the premise that adult competency is a function of both individual capabilities and societal requirements. Functional competence in life skills is described as a set of skills (reading, writing, listening/speaking, computation, problem solving, and interpersonal relations) applied to a set of general knowledge areas (consumer economics, health, occupational knowledge, community resources, and government and law). The implementation of a life skills program involves the cooperation of interested and committed school personnel, students, and community members. Four figures are included. (JDD)

ED 304 874 FL 017 825

Wehner, Margaret
Bilingual Secondary School Project, Final Evaluation Report, 1987-88.
Columbus Public Schools, OH. Dept. of Evaluation Services.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; *Bilingual Education Programs; *English (Second Language); Federal Programs; *Indochinese; Intensive Language Courses; Limited English Speaking; *Program Effectiveness; Program Evaluation; Refugees; Secondary Education; Second Language Instruction
IDENTIFIERS- *Columbus Public Schools OH

The final evaluation of Columbus, Ohio's 2-year bilingual education program for limited-English-speaking Indochinese children in grades 6-12 is presented. The program provided intensive instruction in English as a second language (ESL) and native language assistance in content area subjects. Students were pre- and post-tested to determine program effectiveness. The report describes the program structure, objectives, and evaluation process, and presents the evaluation results. Of the 390 students served, over half were in high schools, with the remainder in middle schools. Most had been in the United States less than 3 years and over a third had had no prior schooling. The project attendance rate was high, with an average of 5.8 hours of instruction per student per week in class, mostly for ESL instruction. The program had mixed results, with most, but not all, academic objectives being achieved, while others could not be assessed. Gains were found in oral language, reading, and mathematics. A need for continuing educational opportunities for this growing population is stressed. (MSE)

ED 304 523 CE 051 967

Law, Leanne; Lucas, Linda
Going to Work.
Wisconsin Univ., Madison. Vocational Studies Center.
PUB DATE- 88
NOTE- 100p.
AVAILABLE FROM- Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706 ($5.00; 15 copies: $49.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; *Career Development; *Employment Interviews; Employment Potential; *Entry Workers; High Schools; *Job Application; *Job Search Methods; Job Skills; Learning Activities; *Resumes (Personal); Self Evaluation (Individuals)

This workbook is intended to teach job-seeking and job-keeping skills to high school students who plan to enter the world of work rather than pursue more formal education. Its nine chapters contain information on: (1) identifying strengths, interests, and values; (2) learning about work; (3) selecting employment options that fit; (4) learning job search strategies and skills; (5) writing a resume; (6) applying for jobs; (7) learning how to interview and get hired; (8) learning job-keeping skills; and (9) considering the next career move. Throughout the book, worksheets and activities lead students through the steps of the job search. (KC)

ED 304 538 CE 052 051

Brooke, W. Michael; Morris, John F.
Continuing Education in Canadian Universities: A Summary Report of Policies and Practices--1985.
Canadian Association for University Continuing Education, Ottawa (Ontario).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
REPORT NO.- ISBN-0-921076-00-2
PUB DATE- 87
NOTE- 119p.
AVAILABLE FROM- Canadian Association for University Continuing Education, 151 Slater Street, Ottawa, Ontario, Canada K1P 5N1 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Continuing Education; Credit Courses; *Distance Education; *Educational Administration; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; Noncredit Courses; *Universities
IDENTIFIERS- *Canada

This report collects, analyzes, and summarizes descriptive information on selected academic and administrative policies and practices pertaining to part-time students and continuing education operations at Canadian universities. An introduction describes the study and the sample--the institutional membership of the Canadian Association for University Continuing Education (n=56). Section A reports information submitted by 44 respondents regarding the general configuration and administration of continuing education and the continuing education departments at the various universities. Findings are presented under three headings: structure of department, personnel, and finances. Section B discusses responses of 35 departments on the section of the questionnaire that collected information on degree-credit course operations. Findings are discussed under seven headings: organization and management, policies and practices, fees, instructors and instructor recruitment, students and student recruitment, scheduling, and distance education. Section C provides responses of 36 departments to questions regarding nondegree operations. Findings are presented under the same seven headings as in Section B. Tables and figures are included, where appropriate, below the relevant narrative for each item reported. A list of respondents and a copy of the questionnaire are appended. An index is provided. (YLB)

ED 304 580 CE 052 123

Kramer, Karen L., Comp.

Selected Resources for Entrepreneurship 1988. National Entrepreneurship Clearinghouse.

Ohio State Univ., Columbus. Center on Education and Training for Employment.

SPONS. AGENCY- National Entrepreneurship Education Consortium.

PUB DATE- 88

NOTE- 180p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Audiovisual Aids; Books; *Business Administration; Computer Software; Curriculum; Databases; *Educational Resources; *Entrepreneurship; Periodicals; Postsecondary Education; Secondary Education; *Small Businesses

IDENTIFIERS- *National Entrepreneurship Clearinghouse

This report documents more than 1,421 books, articles, and audiovisual materials collected and analyzed for the National Entrepreneurship Clearinghouse database over a two-year period starting in 1987. (The database and this report will be updated annually.) The sections of the report catalog articles, books and reports, curricula and textbooks, catalogs, videotapes and films, audiocasettes, and computer simulations. A resource guide at the end of the report provides addresses and locations for each type of material. Entries are alphabetized by title and include information on title, author, source, and for some materials, setting and target audience, and a short abstract. (Copies of all materials are on file in the Entrepreneurship Program File at the Center on Education and Training for Employment at the Ohio State University and can be duplicated.) (KC)

ED 304 595 CG 021 467

Maiden, Patricia M.; Maiden, Robert J.
Metamemory and Individual Differences in Verbal and Spatial Recall.
PUB DATE- Aug 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; College Students; Higher Education; *Individual Differences; *Memory; *Metacognition; *Recall (Psychology); *Spatial Ability; *Verbal Ability

Although metamemory has recently received renewed interest by several investigators, individual differences in memory skills have received little if any attention. While individual differences in memory skills have common sense validity, these differences have been difficult to document experimentally. This study used a repeated measures design to correct for this problem. College students (N=158) completed Maiden's Metamemory Scale, a questionnaire which tests self-knowledge of preferred strategic encoding style. On the basis of their performance on this scale, 19 subjects were identified as verbalizers and 12 subjects were identified as imagers. These 31 subjects who showed a clear preference for either verbal or spatial encoding strategies were asked to remember two short stories using their preferred and non-preferred strategy. Both instructions and story order were randomly assigned. The results indicated that individual differences in encoding styles and metamemory for these encoding styles existed. Traditional models of memory were unable to adequately explain the findings. The findings suggest a multimodal model of memory in which intra-individual differences exist and support the possibility that individuals could be effectively trained in their superior memory mode. (Maiden's Metamemory Questionnaire is appended.) (NB)

ED 304 743 EA 020 651

Grady, Marilyn L.; And Others
A Review of Effective Schools Research as It Relates to Effective Principals. UCEA Monograph Series.
University Council for Educational Administration, Tempe, AZ.
REPORT NO.- ISBN-0-922971-07-2
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Organization; *Administrator Effectiveness; Elementary Secondary Education; *Instructional Leadership; *Principals; *Research Problems; *School Effectiveness
IDENTIFIERS- *Effective Schools Research

After briefly introducing the effective schools movement, chapter 1 of this monograph describes Ron Edmonds' criterion for effective schools (poor and minority children should score well on standard achievement tests in proportions equal to those attained by children in the dominant culture) and his five basic characteristics (a strong, improvement-minded principal, high expectations, an orderly environment, focus on academic skills, and monitoring of student progress). Chapter 2 outlines major criticisms of the effective schools movement, such as its (1) simplistic formula; (2) overblown research claims; (3) promises of quick results; (4) limited research population; (5) focus on narrow educational outcomes; (6) promotion of authoritarian techniques; and (7) overemphasis on test scores. As the next chapter shows, the "principal principle" has been endorsed widely without considering underlying research limitations. Overreliance on the strong principal as a solution to school problems ignores more recent research findings and reflects the current top-down school organization inhibiting change and improvement. Contradictory evidence about the leadership factor demands a reexamination of the term "effectiveness." Recent research favors a multidimensional definition of the principal's role. In the absence of comprehensive assessment tools and longitudinal studies, policymakers should be cautious about accepting instructional leadership as a consistent correlate of effective schools. Chapter 4 offers four recommendations addressing implications for preparing future administrators. Included are 122 references. (MLH)

ED 304 774 EA 020 788

Sergiovanni, Thomas J., Ed.; Moore, John H., Ed.
Schooling for Tomorrow: Directing Reforms to Issues That Count.
REPORT NO.- ISBN-0-205-11690-6
PUB DATE- 89
NOTE- 403p.
AVAILABLE FROM- Allyn and Bacon, Longwood Division, 160 Gould Street, Needham Heights, MA 02194 ($36.95 plus postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Organization; *Change Agents; *Educational Change; *Educational Improvement; Educational Innovation; Educational Trends; Elementary Secondary Education; *Excellence in Education; Student Role; Teacher Role
IDENTIFIERS- *Holmes Group Report; *Nation at Risk (A)

Most of this book's 22 chapters were written as background papers that were presented at a national conference on restructuring schooling held at Trinity University in San Antonio, Texas, August 18-21, 1987. Framing the chapters of this book is the notion that if rational management systems and theoretical treatises about promoting school excellence do not take into account the realities of the workplace, they will not bring about sustained improvements in our nation's schools. Chapters in part 1 review and evaluate the national reform reports, reassess current policies on who should control the schools, and discuss the school as the center of change. Part 2 focuses on the role of teachers and students in school reform. Part 3 centers on restructuring school management as a way to intiate reform. Part 4 discusses the issues and impact of professionalism by examining professional teaching as a new paradigm for the management of education, uncertainty and decisionmaking in teaching, how professional organizations work, and career ladders. Part 5 offers a postscript on school improvement, includes reasons for reforming schools, the comments of two teachers, and a blueprint for school improvement. (JAM)

ED 304 803 EC 212 293

Transition: A Model for the Transition of Handicapped Children from Essential Early Education Programs to Regular Public School Programs in a Rural Setting. Handicapped Children's Early Education, Assistance Demonstration Project. Final Report.

Vermont Univ., Burlington. Center for Developmental Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Sep 88
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Educational Planning; Helping Relationship; *Mainstreaming; *Parent Participation; Preschool Education; Primary Education; Program Development; Program Evaluation; Social Support Groups; *Transitional Programs

This final report of a federally funded demonstration project describes the impact of Project TEEM (Transitioning into the Elementary Education Mainstream). Project TEEM worked to enable school systems to implement a transition planning process for moving preschool-aged children with handicaps from early childhood special education programs into the local elementary school mainstream, and to provide support for families participating in the planning process. Project TEEM did not specify a standard transition model; rather, it specified a planning process for schools to develop their own individual transition procedures utilizing a broad-based planning team. The TEEM model identified critical steps in successful transition, and identified objectives and accompanying activities which must occur in order for a school system to successfully develop and implement a systematic transition process. The report includes results of a project evaluation and a list of training, dissemination, and other activities conducted during the 3 years of Project TEEM. Appendices contain a list of best practices for effective transition and integration of learners with handicaps, a transition planning packet, a checklist for evaluating transition planning processes, a brochure for parents, and survey forms for families and professionals. (JDD)

ED 304 846 EC 212 541

Sargent, Laurence R.
Instructional Interventions to Improve Social Competence. Chapter Eighteen.
PUB DATE- 88
NOTE- 25p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Generalization; *Interpersonal Competence; Maintenance; *Mental Retardation; Models; *Skill Development; *Social Behavior; Social Cognition; *Social Development; *Teaching Methods

A conceptual framework of social competence is presented to formulate actions that will enhance the social competence of learners with mental disabilities. This chapter discusses the individual's culturally determined inputs; the processes of social affects, social skills, and social thinking; and the desired social outcomes. The history of social competence training is reviewed, followed by a rationale indicating the need for improving social competence. No single approach to building social competence is cited as being totally satisfactory. The approach selected for use will depend on a wide range of variables including age, mental ability, practice opportunities, communication skills, and a host of concerns related to the unique needs of individuals. Instructional techniques are presented for improving social affect, developing social cognition, and teaching specific social skills. Procedural steps for teaching social skills involve establishing the need, identifying the skill components, modeling the skill, role playing the skill, practicing, and generalization. The paper concludes with a teaching approach to maintenance and generalization. (JDD)

ED 304 918 FL 017 875

Sondak, Norman E.; And Others
Expert Systems--The New International Language of Business.
PUB DATE- Apr 88
NOTE- 26p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Data Processing; English; *Expert Systems; *French; Futures (of Society); *International Trade; Language Processing; *Machine Translation; User Needs (Information)

A discussion of expert systems, computer programs designed to simulate human reasoning and expertise, begins with the assumption that few business educators understand the impact that expert systems will have on international business. The fundamental principles of the design and development of expert systems in business are outlined, with special emphasis placed on the linguistic aspects and structure of the knowledge base needed to support an expert system. The organization and architecture of a typical expert system is illustrated, and the computer software necessary to automate the production of expert systems is discussed. An example demonstrates how an expert system originally developed in English can be modified for French-speaking users. The translation process involves two simple steps. A set of translation rules convert the external language-dependent input variables into the external knowledge-dependent functional variables, and then display statements are translated. The structure, simplicity, and directness of expression of the information in the knowledge base

reduces the effort needed in these language transformations. It is concluded that just as FORTRAN and COBOL have become international languages of data processing and scientific computing, expert systems can be an effective means of capturing complex business knowledge and offering this knowledge to an international community of users. (MSE)

ED 304 566 CE 052 097

The Competitive Edge in Tomorrow's World. 1988-89 South Carolina Vocational Education Mini-Plan: Progress Report.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Basic Skills; Career Counseling; Career Guidance; Competency Based Education; Cooperative Programs; *Coordination; *Curriculum Development; Disabilities; *Educational Planning; Government School Relationship; Material Development; Postsecondary Education; Program Development; Program Improvement; School Business Relationship; Secondary Education; Sex Fairness; *State Programs; *Vocational Education
IDENTIFIERS- *South Carolina

This progress report provides interested groups, organizations, agencies, employers, and individuals with information on the state of vocational education in South Carolina. Part I is an overview of vocational education in the state. It discusses these curriculum thrusts: comprehensive career guidance program; competency-based curriculum materials; minimum program competencies, competency profiles/certificates, and test item development; applied courses; and basic skill reinforcement. The major objectives and mission of vocational education are outlined, and partnerships for economic development are highlighted. Descriptions follow of instructional programs that are being operated; offerings within each program are listed. Special programs, projects, and services are briefly considered. Part II is a progress report for 1987-88, which was the final year in the three-year vocational education planning cycle. Significant accomplishments in relation to each three-year vocational education goal are discussed under these headings: program coordination, program improvement, program expansion, program innovation, and planning and accountability. The next section shows the vocational education enrollment for the period and discusses the special populations served. A final chart illustrates the expenditure of funds. (YLB)

ED 304 623 CG 021 497

Engel, John W.
Sex Differences in Beliefs Regarding Women's Employment in Japan.
PUB DATE- Nov 88
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Family Relations (50th, Philadelphia, PA, November 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Cultural Influences; *Employed Parents; *Employed Women; Foreign Countries; Mothers; *Sex Differences; *Work Attitudes
IDENTIFIERS- *Japan

Traditional Japanese values discourage women from working outside the home. This research describes and compares Japanese men's and women's beliefs regarding employment of women. Questionnaires were distributed to approximately 900 Japanese men and women, and t-tests were used to test for differences between the men's and women's groups. Results showed that, despite traditional Japanese ideals discouraging women's employment, both groups tended to be uncertain regarding whether women's employment would have negative effects on marriage or children. Nevertheless, both groups tended to believe that wives/mothers should not be employed when the wife prefers not to work, and when her husband wants her home. Japanese women tended to believe significantly more than Japanese men that women are capable of handling the responsibilities of both the home and career. Japanese men tended to believe significantly more than Japanese women that women should stay home to have and raise children rather than work outside the home, that wives' employment would lead to marital adjustment difficulties, that maternal employment would harm children's development, and that wives/mothers should not be employed when they have preschool-aged, school-aged, or teen-aged children in the family. (Author/ABL)

ED 304 654 CG 021 529

Reauthorization of the Juvenile Justice and Delinquency Prevention Act: Runaway and Homeless Youth. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session on H.R. 1801 (Akron, Ohio).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 5 Mar 88

NOTE- 91p.; Serial No. 100-93. For related hearings, see ED 297 236 and CG 021 528-530.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Children; Delinquency; *Federal Legislation; Federal Programs; Financial Support; Hearings; *Runaways
IDENTIFIERS- Congress 100th; *Juvenile Justice Delinquency Prevention Act 1974; *Runaway and Homeless Youth Act 1974

Text of a Congressional hearing on the reauthorization of the Juvenile Justice and Delinquency Prevention Act, held in Akron, Ohio, is presented in this document. The hearing opens with a statement by Representative Dale E. Kildee, who states this hearing will focus on Title III of the Juvenile Justice and Delinquency Prevention Act which authorizes services for youth in the Runaway and Homeless Youth Act. The goal of this pact is described not as family unification, but as preparation for independent living. Testimony is presented by these witnesses: (1) State Representative Jane L. Campbell, Cleveland, Ohio; (2) Rebecca Devenanzio, director, Safe Space Station; (3) Dave Fair, executive director, Shelter Care, Inc., Akron, Ohio; (4) William P. Kannel, judge, Summit County Juvenile Court, Akron, Ohio; (5) Ann Kleon, Cuyahoga Falls, Ohio, accompanied by her son, Joseph; (6) John H. Lawson, administrator and staff attorney, Safe Space Station, Cleveland, Ohio; (7) Midge Marangi, New Horizons Shelter; (8) Sally Maxton, executive director, Ohio Youth Services Network, Columbus, Ohio; and (9) Jane Yackshaw, director, Safe Space Station, Cleveland, Ohio. Prepared statements and supplemental materials were submitted by some of the above witnesses and by Douglas W. McCoard, executive director, Huckleberry House Inc.; W. Don Reader, family court division, court of common pleas, Stark County, Ohio; and Representative Thomas C. Sawyer, Congressional Representative from the State of Ohio. (ABL)

ED 304 669 CS 009 554

Rasinski, Timothy V.
Reading and the Empowerment of Parents.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Parent Participation; *Parent School Relationship; Parent Student Relationship; Reading Instruction; *Reading Programs
IDENTIFIERS- Empowerment

On the one hand, parents are often seen as a source of hope for many reading difficulties. On the other hand, parents are viewed by many teachers and school officials as a source of frustration and difficulty in ameliorating children's reading difficulties and fostering growth in literacy. Parents' active commitment and participation is lacking in most attempts by schools to involve parents in their reading education program. Programs to help parents help their children in reading will not reach their full potential until parents are empowered. At the school level, parent advisory committees can be established to study the school reading program and create an agenda for parent reading programs. Parents can observe reading instruction as it takes place in the school. At the individual classroom and parent-teacher level much can be done to empower parents. Teachers can ask parents what they would be willing to do at home to improve their child's reading. Parent volunteers in the classroom offer opportunities for empowerment. Teachers and administrators may initially find it difficult to share power and responsibility with parents. Strategies for overcoming this reluctance include holding seminars on the issue, and sharing experiences with teachers and parents who have successfully participated in such a program. Parent empowerment must be an honest and rigorous attempt to make parents equal partners with schools in the literacy development of their children. (MM)

ED 304 683 CS 009 584

Morgan, Mary
Content Area Reading in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 26.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Annotated Bibliographies; Computer Assisted Instruction; *Content Area Reading; *Reading Instruction; *Reading Research; *Reading Strategies; Secondary Education
IDENTIFIERS- ERIC Digests

Focusing on content area reading in secondary education, this annotated bibliography contains references to 29 articles and papers in the ERIC database, dating from 1987 to 1989. The citations include articles discussing computer-assisted strategies, and reading strategies in math, science, and social studies. Other citations include articles describing reading strategies applicable to all content areas. (MM)

ED 304 729 CS 506 567

Karr, Mary; Vogelsang, Robert W.
A Comparison of the Audio and Pilot Video Versions of the Watson-Barker Listening Test: Forms A and B.
PUB DATE- Feb 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiodisks; Comparative Analysis; Higher Education; Listening Comprehension; *Listening Comprehension Tests; Listening Skills; Videotape Recordings
IDENTIFIERS- Listening Research; *Watson Barker Listening Test
Using the alternate forms A and B of the Watson-Barker Listening Test (WBLT), a study compared total scores and sub-scores for the audio versus the pilot video format, pre- versus post-instruction, and males versus females. Subjects consisted of 183 males and 292 females in a succession of upper-division college classes on listening at a metropolitan university in the Pacific Northwest. The WBLT assesses five types of listening: the ability to evaluate message content using short term listening (STL); the ability to understand meaning in conversations using STL; the ability to understand and remember information in lectures using long term listening (LTL); the ability to evaluate emotional meanings in messages using STL; and the ability to follow instructions and directions using LTL. Form B of the test, both audio and pilot version, was an alternate form test to Form A, with the same format but different questions. Results indicated video format subjects had two higher sub-test scores and higher total score pre-instruction but not post-instruction. Subjects scored higher on the post-instruction tests except for one sub-test (following instructions and directions), and females scored higher than males on one pre-instruction sub-test, two post-instruction sub-tests, and on post-instruction total score. Alternate-form correlations were low, but statistically significant. Findings indicate that the WBLT is an easy to administer and effective tool for measuring skill improvement separate from academic learning. (MM)

ED 304 758 EA 020 761

Cuban, Larry
The Managerial Imperative and the Practice of Leadership in Schools.
SUNY Series in Educational Leadership.
REPORT NO.- ISBN-0-88706-594-5
PUB DATE- 88
NOTE- 311p.
AVAILABLE FROM- Publication Sales, State University of New York Press, State University Plaza, Albany, NY 12222 ($16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Educational Administration; Elementary Secondary Education; Foundations of Education; *Instructional Leadership; Leadership Responsibility; Organizational Climate; Organizational Communication; *Teacher Administrator Relationship

This book reexamines the organizational experiences that bond teachers and administrators; reaffirms the enduring legacy that teachers, principals, and superintendents jointly inherited once they entered classrooms; and, finally, argues that reconstructing that sense of common purpose about the role of schooling is essential to improving what happens in classrooms and schools. The introduction presents the argument of the book: that schools as presently organized press teachers, principals, and superintendents toward managing rather than leading, and that this managerial imperative largely precludes significant change in the status quo. Part 1, "The Crucible," describes the three conflicting images of teaching and administering from the earliest days of both occupations to the present: political, managerial, and instructional. Chapters 1, 3, and 5 explore how these images arose, how they flourished, and how they created a set of constant tensions that continue to inspire and plague both occupations. The intervening chapters, 2, 4, and 6, illustrate this discussion by drawing on the author's personal experiences in teaching and administering. Part 2, "Meanings" (chapters 7 and 8) distills the argument and explores the significance of seeing teachers and administrators as sharing common experiences and performing similar functions within different settings. Notes are included, along with an index. (TE)

ED 304 789 EA 020 814

Heaviside, Sheila; Farris, Elizabeth
Education Partnerships in Public Elementary and Secondary Schools. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-060
PUB DATE- Feb 89
NOTE- 53p.; Data Series FRSS-32.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printin Office, Washington, DC 20402 ($2.75).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Government Publications National Surveys; *Public Schools; *School Business Relationship; *School Community Programs; *School Community Relationship; *Schoo Statistics; School Surveys; *Student Role; Tables (Data)
IDENTIFIERS- *Partnerships in Education

This survey primarily examined partnerships between public schools and outside sponsors in 1987-88. Only entities whose primary focus was not elementary or secondary education were considered to be outside sponsors. The survey specifically focused on the number of public schools participating in education partnerships, the number of partnerships, the ways in which they were initiated, the types of support they provided, areas for which support was targeted, and the types of support and target areas for which principals would prefer to see increased private support. Frequencies were tabulated for the number of public schools participating in education partnerships and the number of partnerships. In addition, percentages were tabulated for the number of schools and students participating in education partnerships and the types of partnerships in schools. Percentages describing the 1987-88 demographic characteristics in schools participating in educational partnerships were collected according to geographic region, metropolitan status, instructional level, size of school enrollment, and percentage of students eligible for free or reduced-price lunches. Nineteen tables and the survey form are provided. (JAM)

ED 304 861 EC 212 558

Grayson, Patricia; And Others
Evaluation of a Television-Based Social Problem Solving Curriculum for Learning Disabled Children.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 24 Apr 87
NOTE- 34p.; Paper presented at Biennial Meeting of Society for Research in Child Development (Baltimore, MD, April 23-26, 1988).
GRANT- G00-84-30-032
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; Educational Television; Elementary Education; Instructional Effectiveness; *Interpersonal Competence; Intervention; *Learning Disabilities; Outcomes of Education; Peer Relationship; *Problem Solving; *Social Development; Student Behavior; *Teaching Methods; *Telecourses
IDENTIFIERS- Inside Out (Television Series)

Ninety-two learning-disabled children, aged 5-13, participated in an evaluation of the efficacy of a television-based social problem-solving curriculum. The 52 children in the curriculum group viewed 10 episodes from the "Inside/Out" series and participated in teacher-led discussions. The episodes dealt with expressing feelings, making new friends, practical jokes, embarrassment, emotional abuse at home, responsibility at home, peer acceptance, coping with bullies, positive thinking, etc. The Teacher Blaming and Peer Inclusion subtests of the Social Problem Analysis Situation Measure were administered as pre-posttests. Other data were gathered through peer ratings, teacher ratings, and observation of problem-solving ability during an arts and crafts activity. The "Inside/Out" curriculum was not found to be an effective means of changing learning-disabled children's social problem-solving knowledge, peer relations, or behavior. The curriculum-group children were not rated as more popular or less aggressive than control-group children. Several suggestions for improving the curriculum are offered. (Author/JDD)

ED 304 890 FL 017 847

Di Stefano, Julia M.

A Metalanguage for Cross-Cultural Business Communication.

PUB DATE- Apr 88
NOTE- 13p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839). Some pages may not reproduce well due to broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Cybernetics; *Diagrams; *Flow Charts; *Languages for Special Purposes; Models; *Schematic Studies; Second Language Instruction; Systems Approach
IDENTIFIERS- *System Dynamics

An approach that uses diagrams to illustrate systems of influence is described and proposed as a medium for cross-cultural communication. The approach, entitled System Dynamics, facilitates representation of complex interactions, and has been used in a variety of scientific and professional fields since its inception in the 1950's. Influence diagrams circumvent many of the difficulties of encoding and decoding natural language. The diagrams provide a "language" not biased by culture or history, a non-linear approach to problem-solving and critical thinking, and the clarity and conciseness of graphic representation. In them, the structure and behavior of systems are designated by feedback loops, negative and positive, sketching causal hypotheses and indicating the assumptions underlying any model. (MSE)

ED 304 904 FL 017 861

Wallace, Ray
Teaching English for the Professions: English for Specific Purposes in ESL Undergraduate Composition Courses.
PUB DATE- Apr 88
NOTE- 19p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; Course Content; *English for Special Purposes; Higher Education; Individualized Instruction; *Relevance (Education); Second Language Instruction; *Teaching Methods; *Writing Instruction

Although there is a variety of approaches to teaching composition in English-as-a-Second-Language (ESL) classes, none is entirely satisfactory in helping undergraduate ESL students succeed in the academic and professional world. This population has specialized needs and objectives and requires a more tailored approach. The most common approaches currently used are free composition, controlled composition, semi-controlled composition, and neo-Aristotelian composition. The process of composing in each of these approaches is: (1) subordinated to the mechanical manipulation of models, (2) disregarded because students are not helped with invention or revision, or (3) limited by forcing students to write within restrictive outlines. Assignments using these approaches give little regard to the students' future needs. Based on research on the writing skill needs of ESL students, a course was designed using a modification of the British model of English for specific purposes. The course is individualized to the greatest extent possible, with assignments based on the students' academic majors and with support services such as tutors, a reading center, language labs, and student-teacher conferences used routinely. The focus on language skills rather than composition elements, on specific rather than general writing tasks, and on language skills improvement rather than pronunciation mastery has been found to be effective. (MSE)

ED 304 524 CE 052 014

New Economic Realities: The Role of Women Entrepreneurs. Hearings before the Committee on Small Business. House of Representatives, One Hundredth Congress, Second Session (April 26-27, May 10, 11, 17, and 19, 1988).

Congress of the U.S., Washington, DC. House Committee on Small Business.

PUB DATE- 88
NOTE- 793p.; Serial No. 100-53. Document contains some small type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; Business Administration; Economic Development; Economics; *Entrepreneurship; *Equal Opportunities (Jobs); *Females; Government Role; Hearings; Policy Formation; Program Development; Public Policy; *Sex Discrimination; *Small Businesses
IDENTIFIERS- Congress 100th; Small Business Administration

This document contains transcripts of oral and written testimony given at six days of Congressional hearings on women entrepreneurs, held in April and May 1988. Many of the witnesses were women who run successful companies that they started by themselves, in a variety of fields, from service industries to construction and manufacturing. Other witnesses were representatives of the National Association of Women Business Owners and of groups such as nonprofit economic development corporations. The witnesses' testimony centered on the difficulties women entrepreneurs face in starting businesses, gaining access to capital, working through Small Business Administration (SBA) red tape, and trying to win bids for government contracts. Testimony supported legislative ideas for setting up commissions on women, for making federal contracts more accessible, and for persuading banks to end discrimination. It was also pointed out that corporations and the country as a whole are missing a vital force for economic development by denying some women the chance to move up in their firms. Testimony supported easier access to the SBA, more government contracts for women-owned businesses, and stronger antidiscrimination regulations. (KC)

ED 304 552 CE 052 075

Watson, Jennifer
Women, Work and the Future. Workforce 2000.
National Commission on Working Women, Washington, D.C.
PUB DATE- Jan 89
NOTE- 5p.
AVAILABLE FROM- Wider Opportunities for Women, Inc., 1325 G Street, NW, Lower Level, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Demography; *Educational Needs; *Employed Women; *Employment Projections; Federal Legislation; Females; *Futures (of Society); Job Training; *Labor Market; Labor Needs; *Public Policy; School Business Relationship; School Community Relationship; Unions; Vocational Education

The first section of this fact sheet reports that: from 1989 through the year 2000, two out of three new entrants into the work force will be women; in 1988, two-thirds of all women with children under 18 were in the work force; nearly 90 percent of jobs created between now and 2000 will be in the service sector; and part-time or temporary employment will comprise an increasing share of available jobs. These facts regarding education and training are presented: a majority of all new jobs will require education or training beyond high school; one in eight women workers has a less than high school education; and females continue to be disproportionately enrolled in education and training that prepares them for low-wage jobs in traditional female occupations. Examples are then provided of actions being taken to meet the challenge of preparing for a changing work force by businesses, unions, educators, and community-based organizations. The fact sheet suggests that public policy can improve the economic status of women and families. It describes briefly federal legislative initiatives in these areas: family and career support policies, education and training policies, and income and benefits policies. (YLB)

ED 304 581 CE 052 124

Carnevale, Anthony P.; Gainer, Leila J.
The Learning Enterprise.
American Society for Training and Development, Alexandria, VA.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 89
NOTE- 61p.; Color graphics may not reproduce clearly.
GRANT- DOL-ETA-99-6-0705-75-079-02
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Corporate Education; Futures (of Society); *Job Skills; *Job Training; *Labor Force Development; Of the Job Training; On the Job Training; *Staff Development; *Vocational Education

This publication summarizes research that shows that it would be a serious economic error to favor investment in machines, financial capital, and extracted resources over investments in the education and training of people. The discussion begins by explaining the relationship between job-related learning, individual opportunity, and the competitiveness of employer institutions. Next, it examines the dynamics that link changing skill requirements on the job to training and education. This is followed by a snapshot of the existing and emerging institutions that provide job-related training or access to it. The next section is a closer look at the employer-based training and development system, in general, and the differences between small and large employers, in particular. The following and most sizeable section considers job-related education and training in individual occupations. The discussion concludes with recommendations for improving the nation's job-related education and training system. (YLB)

ED 304 609   CG 021 482

Spang, Bruce P.; Redding, Judith M.

Guidelines for Setting Up Support Groups in the Schools. Revised June 1988 .

Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Alcohol and Drug Education Services.

PUB DATE- Jun 88

NOTE- 58p.; For an earlier version, see ED 251 766. Cover title varies slightly.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Elementary School Students; Elementary Secondary Education; Group Counseling; *School Counseling; *Secondary School Students; *Social Support Groups; *Substance Abuse

This manual offers school personnel a guide for setting up support groups, particularly chemical abuse support groups. It describes how to integrate the groups into the regular school program and help students who want and need support, thereby creating a safe school environment in which drug free students and schools are possible. These topics are discussed: (1) group membership; (2) support group as a learner-centered educational experience; (3) purposes of the support group; (4) support groups and the function of schools; (5) support groups as an educational process; (6) developmental stages and chemical dependency; (7) the facilitator's role; (8) referring students to the group; (9) naming the group; (10) group leadership; (11) planning for the group; (12) scheduling the group; (13) confidentiality; (14) group rules; (15) supervision; (16) evaluation; (17) students as resources; (18) training resources; and (19) goals and objectives for alcohol and other drug support groups. Almost one-half of the document consists of additional material (sample forms and letters, rating scales, program flow chart, etc.) included in the appendices. (ABL)

ED 304 640 CG 021 514

Horgas, Ann L.; And Others

Attrition in a Large Scale Longitudinal Study of the Elderly: The Role of Health-Status Variables.

SPONS. AGENCY- Andrus Memorial Foundation, Los Angeles, Calif.

PUB DATE- Nov 88

NOTE- 32p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attrition (Research Studies); Comparative Analysis; Death; *Drug Use; *Longitudinal Studies; Mental Health; *Older Adults; *Physical Health; Research Problems; *Well Being

In a longitudinal study, subject attrition constitutes a potential threat to the usefulness of data collected from subjects remaining in later waves of the study. If attrition is selective, then the sample at later waves of the study may be representative of a different population than that represented at the outset of the study. This study examined selective attrition between the first three waves of the Medicine, Health, and Aging study, a study which explored the health and psychosocial characteristics of persons enrolled in a state-wide pharmaceutical assistance program for senior citizens in Pennsylvania and compared these characteristics to persons not enrolled in the program. Subjects were 1,803 older adults who were participating in the 3-year study. Every year subjects completed a survey concerning physical and psychological health, functional well-being, and prescription and non-prescription drug use. Analyses focused on comparisons of the characteristics of returning, non-returning, and deceased subjects from wave to wave of the study. The results indicated that attrition and mortality were related to a set of health status, drug use, and functional status characteristics; in general, attrited subjects had experienced lower levels of health and functioning than had returning subjects, and before their death, deceased subjects appeared to have been functioning at levels lower than the non-returning subjects. The findings suggest different processes which may underlie attrition and mortality. Thirteen references, three tables and four figures are included. (Author/NB)

ED 304 699 CS 211 728

Shapiro, Nancy Larson, Ed.; Padgett, Ron, Ed.
The Point: Where Teaching & Writing Intersect. Teachers & Writers Think/Ink Books 1/2.
Teachers and Writers Collaborative, New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
REPORT NO.- ISBN-0-915924-33-1
PUB DATE- 83
NOTE- 149p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; *Fiction; Higher Education; *Personal Narratives; *Poetry; Secondary Education; Teacher Student Relationship; Teaching Methods; *Writing Instruction

This collection of poems, short fiction, and essays on teaching writing, 25 pieces in all, are personal reflections and excerpts from the work of writers and writing teachers. These works, reflecting diverse approaches to teaching, are intended to help writers with what and how they write and what and how they teach. (MS)

ED 304 715 CS 506 543

Dowling, Ralph E.
The Rhetorical Genre of Terrorism: Identification and Policy Implications.
PUB DATE- Feb 82
NOTE- 26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ideology; Mass Media Role; *News Media; Political Attitudes; *Rhetorical Criticism; Social Problems; *Speech Communication; *Terrorism; Violence
IDENTIFIERS- Media Coverage; Rhetorical Strategies; Terrorist Tactics

Rhetorical critics must examine terrorism to determine what contributions they can make to the understanding of rhetoric and to the evaluation of proposed responses to the terrorist threat. Not only must the rhetorical acts of crusader terrorists be viewed as rhetoric, but they must also be considered a rhetorical genre. This genre, with the appropriate recurring forms, arises from the constraints imposed by the nature and purposes of terrorists and can be called the "terrorist-spectacular." Although access to the media is the purpose of the terrorists, the long-term goal of the terrorist groups is to change the world according to some grand design. Another goal of terrorism is to demonstrate to terrorists their own worthiness and thus to claim a sort of moral victory over their enemies. Given the important rhetorical purposes served by terrorist spectaculars, the prevention of terrorism cannot be realized through voluntary restraint or self-regulation by the news media. The most common approaches to terrorism prevention are erroneous because they are based upon false assumptions about the motivations which give rise to terrorism and about the rhetorical purposes served by violent actions. Terrorists and scholars can both benefit from the realization that terrorism cannot change the world. The carnage produced by the rhetors of terror serves no purpose. (Fifty-one notes are included.) (MS)

ED 304 817 EC 212 507

Stile, Stephen W.; And Others
Single-Subject Research in Early Childhood Special Education: A Survey of Seven Selected Journals--1977-1986.
PUB DATE- 25 Oct 88
NOTE- 21p.; Paper presented at the Conference of the Rocky Mountain Educational Research Association (Las Cruces, NM, October 25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Periodicals; *Preschool Children; Preschool Education; *Research Design; *Research Methodology; Research Needs; Teacher Education
IDENTIFIERS- *Single Subject Research Design

Examination of seven refereed journals over a 10-year period (1977-1986) identified 28 papers using single-subject research methodology in studies involving preschool-aged children with handicaps or their families. Five types of single-subject designs were found to be used both alone and in various combinations. Of the 30 research designs implemented in the 28 papers, multiple baseline designs were used most frequently (12 studies), followed by AB designs (six studies) and multitreatment (three studies). ABA and alternating treatments designs were implemented in one study each, and seven studies employed combinations of the designs. A low overall proportion of single-subject studies was found, accounting for only 28 articles out of the over 4,000 identified research studies involving preschool-aged children with handicaps or their families. This finding, coupled with the infrequent use of the ABA, the ABAB, and the alternating treatments designs, led to a recommendation for increased emphasis on preservice and inservice training in single-subject methodology. (JDD)

ED 304 875 FL 017 826

Perkins, Kyle; And Others
First and Second Language Reading Comprehension.
PUB DATE- Mar 88

NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Difficulty Level; *English (Second Language); Higher Education; Intensive Language Courses; *Japanese; *Language Proficiency; *Language Tests; Learning Processes; *Reading Comprehension; Second Language Learning; *Transfer of Training

Random parallel reading comprehension tests in Japanese and English were administered to a sample of native Japanese students enrolled in intensive English instruction. The students had been placed at three different levels of English language proficiency based on an independent proficiency assessment measure. Evidence for a threshold competency ceiling at which first language reading abilities transferred to second language reading abilities was found. At the highest proficiency level, those readers scoring high on the first language reading test also systematically scored high on the second language reading test. The findings indicate that studies of this nature must be conducted with subjects at different proficiency levels. In addition, evidence that imperfect knowledge of the second language can cause difficulty in second language reading emerged. Pedagogical implications are discussed. (Author/MSE)

ED 304 596 CG 021 468

Masten, William G.; Hairston, Susan A.
Effects of Spaced Training in Creative Imagination and Delayed Posttesting on Originality.
PUB DATE- Aug 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Thinking; *Creativity; Higher Education; *Imagination; *Time; *Training; Undergraduate Students

While there is increasing evidence that creativity can be improved through training, the spacing of the training has not been studied. This study assessed the effect of spaced training on the use of creative imagination in 110 undergraduate students. The research design was a randomized delayed posttest-only design. The independent variable was spaced training in creative imagination and the dependent variable was Thinking Creatively With Sounds and Words, Form IIA, a measure of verbal originality that relates to imagination, imagery, analogy, and that helps listeners use their creative imagination to produce original verbal images. Subjects in the treatment condition received a 240-minute training program designed to facilitate the use of the creative imagination. Treatment subjects were trained with exercises in breaking away from the obvious and commonplace, synthesis, analogy, restructuring, and incubation. The results indicated no significant main effects for the training condition, suggesting that the time between the training and the testing may have been too long to observe treatment effects. (Author/NB)

ED 304 684 CS 009 589

Hogan, Carolyn

Mental Exercises: A Study of the Effect of Mental Exercise as a Warm-Up on the Test Scores of Students.

PUB DATE- May 89
NOTE- 36p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Grade 9; High Schools; High School Students; *Learning Strategies; *Scores; Skill Development; *Spelling
IDENTIFIERS- Cognitive Research; *Mental Exercises; *Thinking Skills

To determine if performing mental exercises (thinking skills which activate cognitive mental alertness) before taking a test affected test results, a study examined spelling test results of three ninth-grade English classes instructed by the same teacher. Subjects were of similar educational background and had similar characteristics representative of a middle class, suburban high school with a diverse socio-economic population. All three classes (control, specific mental exercise, and general mental exercise) took the same time-controlled, dictated spelling test. The control group (20 students) took the test with no mental exercises. Students in the specific mental exercise group (21 students) completed a mental warm-up exercise specifically related to spelling. Students in the third group (19 students) completed a general mental exercise. Both warm-ups were limited to five minutes, after which students took the spelling test. The procedure continued for three weeks. Although results indicated no significant difference in the test results of the three groups, all three groups had a significant gain in the difference between the premeasure and the postmeasure of each student's tests. The students treated with the specific mental exercises showed the most gain in test scores. (Seven tables of data are included, and 20 references are attached. Appendixes include the specific and general mental exercises and spelling tests used for the study.) (MM)

ED 304 744 EA 020 659

Funk, Richard S.

Distinguishing between Policy and Administrative Rules and Regulations.

PUB DATE- 9 Oct 88
NOTE- 15p.; Paper presented at the Annual Fall Conference of the Michigan Association of School Boards (40th, Grand Rapids, MI, October 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Policy; *Administrator Responsibility; Board Administrator Relationship; *Board of Education Policy; *Educational Policy; Elementary Secondary Education; *Policy Formation

Administrative rules/regulations or procedures must be based upon a board policy. In order to provide adequate governance of the district, the board should consider adopting policy and administrative rules/regulations or procedures in the following areas: (1) review of administrative rules and regulations; (2) administration in absence of policy; (3) suspension of policies and bylaws; (4) approval of handbooks and other publications; and (5) administrative rules. These policies are discussed individually. Administrative rules/regulations or procedues are meant to implement and enforce board policy, designate a management process, and provide for an expansion of policy (examples are provided). (SI)

ED 304 775 EA 020 790

Daresh John C.; And Others
Mentoring for Leadership Development.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Orlando, FL, March 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Collegiality; Elementary Secondary Education; Leadership; *Leadership Training; *Management Development; *Mentors; *Principals; Professional Development
IDENTIFIERS- Bexley City Schools OH; *Danforth Foundation; *Ohio State University

This paper reviews the use of mentoring as a central feature of the Danforth Foundation Program for the Preparation of School Principals at Ohio State University, and in particular, in Bexley (Ohio) City Schools. Most of the observations relate to the ways in which mentoring relationships were carried out during the 1987-88 academic year. Orientation activities, goals, participant expectations and reactions, and benefits of the program were discussed on the basis of two personalized perspectives on the use of mentoring. First, the operation of the mentoring concept in Bexley City Schools is described, including details of the general format for the work that brought administrative mentors and candidates together. Second, the personal reflections of one Danforth candidate are presented as a way to articulate some of the more meaningful aspects of the overall preparation program. Suggestions encompass specific ways mentors might help aspiring administrators. An overview of some of the most important benefits derived by candidates throughout the program conclude the study. These benefits include the development of confidence and competence, the acquisition of theory with practice, improved communication skills, learning "tricks of the trade," and the building of a collegial network. (JAM)

ED 304 804 EC 212 294

Kreisle, Marilyn; And Others
Best Practice Standards for the Teacher of the Exceptional Child.
Jefferson County Public Schools, Louisville, Ky.

PUB DATE- 88
NOTE- 48p.; Produced by the Department of Exceptional Child Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Organization; *Classroom Techniques; *Disabilities; *Educational Practices; Elementary Secondary Education; Handicap Identification; *Standards; *Student Evaluation; Teacher Role; *Teaching Methods
IDENTIFIERS- *Jefferson County Public Schools KY

The state of the art of exemplary teaching in exceptional child education programs is spelled out in this report, which was generated from observations of such practices, particularly in classrooms in Jefferson County (Kentucky) Public Schools, and referenced against various professional standards. The best practice standards described focus on assessment, instruction, organization and management, and professional skills. Following the list of general best practice standards are standards specific to the following categories: learning disabled, behavior disordered/ emotionally disturbed, hearing impaired, visually impaired, educable mentally handicapped, trainable mentally handicapped, severely/profoundly mentally handicapped, multiple handicapped, physically handicapped/other health impaired, speech/language, early childhood special education, and adaptive physical education. (JDD)

ED 304 832 EC 212 527

Reschly, Daniel J.
Incorporating Adaptive Behavior Deficits into Instructional Programs. Chapter Four.
PUB DATE- 88
NOTE- 28p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; *Adaptive Behavior (of Disabled); *Daily Living Skills; Decision Making; Educational Practices; Elementary Secondary Education; Evaluation Methods; Interpersonal Competence; *Mental Retardation; Social Adjustment; *Student Evaluation; *Teaching Methods; Vocational Evaluation

Issues related to conception, assessment, decision-making, and instructional programming for the retarded in the adaptive behavior domain are discussed. Issues in the conception of adaptive behavior include its relationship to other constructs such as cognitive competence and emotional competence, the nearly universal use of certain domains, different purposes for which the conception was established, the degree to which cognitive competencies are included, and the relative emphasis on different settings. Issues in the assessment of adaptive behavior include the purpose of the assessment procedure, methods used to collect the information, and the setting in which the information is gathered. For assessment purposes, four domains were identified: independent functioning, social functioning, functional academic competencies, and vocational/occupational competencies. Recently developed instruments have improved the resources available for assessment of adaptive behavior. It is concluded that adaptive behavior should be prominent in decisions at all levels with students classified as mentally disabled, including the initial comprehensive evaluation, choice of placement option, determination of individualized education program goals, determination of instructional objectives, selection of instructional routines, annual evaluation of progress, and reevaluation. Described are 10 principles reflecting recommendations for best practices in the use of adaptive behavior. Six tables and four figures are included. (JDD)

ED 304 847 EC 212 542

Lussie, Rick; Stradley, Mary
Social Studies. Chapter Nineteen.
PUB DATE- 88
NOTE- 26p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Educational Practices; Elementary Secondary Education; *Integrated Activities; *Mental Retardation; Needs Assessment; *Social Studies; Student Evaluation; *Teaching Methods

Methods are examined for developing an instructional program in social studies for students with mental disabilities. A natural arena for teaching social studies--the community--provides a setting where basic skills can be applied to increase students' knowledge of the social, economic, and political environments in which they will be participating. A basic framework of scope and sequence in regular education social studies is identified. Methods for determining the appropriateness of the regular social studies curriculum are offered. For those students for whom the regular curriculum can not be adapted, alternative curricular approaches are given, with the goals of integrating other curriculum areas, being community-based, and emphasizing relevant life skills. Guidelines are presented for determining which instructional methods are most appropriate for given students. Tables list: scope and sequence in general education social studies, adaptations/modifications, curriculum fusion at elementary and secondary levels, curriculum concepts that can form the basis of a customized K-12 social studies program for students with mental disabilities, easy reading materials, and learning activities. Six tables are included. (JDD)

ED 304 919 FL 017 876

Miller, Fred
Gathering International Competitive Intelligence via Online Data Retrieval in the International Marketing Class.
PUB DATE- 11 Mar 88
NOTE- 13p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839). Page 4 of the document contains some broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Computer Software; Course Content; Higher Education; Information Services; *International Trade; *Marketing; Multimedia Instruction; *Online Searching; *Online Systems; Student Projects

A unit on online data retrieval techniques designed for a college course in international marketing is described. The unit is intended to teach students how to compile information on overseas markets and competitors. Online retrieval is seen as a relatively inexpensive means of gathering important data from otherwise inaccessible international sources. The required hardware include a computer or computer terminal, a hard or floppy disk storage device, and a modem. Also necessary is communications software that can handle log-on procedures for each information service used, maintain user confidentiality, and allow capture and storage of all displayed text. In a class assignment, students conduct a study of real market opportunities for real regional or relevant hypothetical firms. The assignment consists of a cultural analysis, economic analysis, and product/market evaluation, with each component requiring extensive secondary research. The objectives are to increase student awareness of the range of information available electronically and to improve students' ability to gather and apply the information to marketing decisions. The variety of available information services is discussed, and the logistic problems associated with online retrieval are examined. (MSE)

ED 304 539   CE 052 052

Alamprese, Judith A.; And Others
Project Literacy U.S. (PLUS): Impact of the First Year's Task Forces. Final Report.
COSMOS Corp., Washington, DC.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-942570-33-2
PUB DATE- Dec 87
NOTE- 193p.
AVAILABLE FROM- COSMOS Corporation, 1735 Eye Street, NW, Suite 613, Washington, DC 20006 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Commercial Television; Community Involvement; Community Programs; *Cooperative Programs; Coordination; *Illiteracy; *Literacy Education; *Outreach Programs; *Public Service; Public Television; Student Recruitment
IDENTIFIERS- *Project Literacy U S

This report details an evaluation of the effects of outreach activities of Project Literacy U.S. (PLUS) on community responses to the illiteracy problem. Part A describes general findings regarding PLUS task force activities during the campaign's first year, December 1985-June 1987. Section I is an introduction; Section II describes activities that preceded the PLUS campaign, strategies that ABC and PBS used to develop the campaign, and simultaneous national literacy activities. Section III presents the conceptual approach and data collection methods. Section IV discusses development and functioning of task forces as mechanisms for coalescing support to combat illiteracy. Sections V-VII describe activities task forces performed to accomplish the three PLUS goals--awareness raising, community collaboration, and recruitment of volunteers and adult learners. Section VIII assesses lessons learned and presents recommendations for policy and practice. Part B presents five case studies of PLUS task forces, which illustrate the strategies used in supporting the PLUS campaign. Each description covers task force development; related literacy efforts; task force organization and operation; awareness-raising activities; community participation; volunteer and adult learner recruitment; and impact on service provision. The five task forces are Beaufort County, South Carolina, St. Louis, Missouri, Los Angeles, California, Maine, and Oregon. (YLB)

ED 304 567 CE 052 098

Managing Human Resources. Greater OPM Leadership Needed To Address Critical Challenges. Report to the Congress.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-89-19
PUB DATE- Jan 89
NOTE- 165p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more, 25 percent discount).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; *Federal Government; *Government Employees; *Labor Force Development; Labor Market; *Labor Needs; *Labor Turnover; *Personnel Management
IDENTIFIERS- *Office of Personnel Management

The General Accounting Office examined the Office of Personnel Management's (OPM's) leadership role in addressing critical human resource problems and preparing the government to meet future challenges. Federal managers, OPM employees, and federal personnel officials were surveyed to study federal government problems in hiring, managing, and retaining staff. Findings indicated that OPM needed to outline a government-wide human resource management agenda that would: (1) provide leadership on planning for future work force needs; (2) evaluate current government-wide staffing efforts; (3) assist agencies' performance improvement efforts; (4) improve research into performance management issues; (5) enhance its own Personnel Management Evaluation (PME) program; and (6) provide greater leadership in overseeing agencies' PME programs to protect the merit system. Since OPM would not be able to solve these problems acting alone, key roles for the President and Congress were recommended. (Appendixes include complete responses to survey questions and comments from the OPM.) (YLB)

ED 304 624 CG 021 498

Goodman, Jane; Hoppin, Judith
Adult Career Counseling--New Clienteles. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Counseling; *Career Counseling; Client Characteristics (Human Services); Counseling Techniques; *Counselor Role; *Dislocated Workers; *Dual Career Family; *Older Adults; Personnel Policy
IDENTIFIERS- ERIC Digests

This digest examines the role of adult career counselors in working with three new types of clients: (1) older adults looking for post-retirement careers; (2) displaced workers; and (3) dual career couples. It also considers the role of career counselors in providing career development programs at the worksite. Additional skills needed by counselors to function effectively in these new roles are discussed. (NB)

ED 304 670 CS 009 555

Rasinski, Timothy V.
Fluency Is for Everyone: Principles for Incorporating Fluency Instruction in the Classroom.

PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Oral Reading; Reading Improvement; *Reading Instruction; Reading Rate; Reading Skills; *Reading Strategies; Teaching Methods
IDENTIFIERS- *Reading Fluency; Repeated Readings

Methods shown to be effective in helping less fluent readers develop fluency suggest a set of principles that teachers may find helpful in designing regular classroom activities for fluency development. These principles include: (1) repeated reading of one text or meeting target words repeatedly in a variety of texts; (2) teacher modeling of fluent reading; (3) direct instruction in fluency and feedback; (4) support during reading, such as choral reading; (5) reading texts in multi-word chunks; and (6) reading easy materials. Informed and creative teachers can design fluency-related instruction and activities that meet the specific needs of their individual classrooms. (Twenty references are attached.) (RS)

ED 304 759 EA 020 764

Gifford, Charles S.; And Others
Contemporary Education in Perspective.
REPORT NO.- ISBN-0-8134-2841-6
PUB DATE- 89
NOTE- 177p.
AVAILABLE FROM- Publication Sales, Interstate Publishers, Inc., P.O. Box 50, Danville, IL 61834-0050 (Stock No. 2841; $16.95 plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Curriculum; *Curriculum Development; *Curriculum Research; Educational Environment; *Educational Trends; Elementary Secondary Education; *Leadership; Student School Relationship; Teacher Education

This publication provides a synthesis of contemporary issues and trends identified through a study of articles from selected professional journals. Part 1 presents a summary of historical issues providing a background for the curriculum of United States' schools prior to 1982. Part 2 discusses seven curriculum trends recognized in professional literature published between 1982 and 1987. These trend topics are educational leadership, teacher education, student-school relationships, evaluation and accountability, technological developments, curriculum development and change, and educational climate. For each topic, the book presents an overview, a set of synopses of representative journal articles and a list of suggested readings. The synopses of journal articles offer descriptions of situations and studies relevant to their topics. Appended are an epilogue and 10 references. (SI)

ED 304 790 EA 020 815

Student Records, 1989. Suggested Guidelines for School Districts.
Oregon State Dept. of Education, Salem.
PUB DATE- 89
NOTE- 86p.
AVAILABLE FROM- Publication Sales Clerk, Oregon Department of Education, 700 Pringle Parkway S.E., Salem, OR 97310-0290 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Confidential Records; *Disclosure; Elementary Secondary Education; *Government School Relationship; *Legislation; *Student Records; Student Rights

IDENTIFIERS- *Oregon

In six sections, this guide suggests school record maintenance policies and procedures that conform to the requirements of state and federal legislation. Framing each section are the notions that school districts can legally protect the privacy of both students and parents, ensure that a process exists for challenging incorrect, inapproriate, or misleading materials in the records, guarantee that only authorized persons and agencies have access to the records, and allow that parents and students (over 18) can review the records. Section I provides guidelines for student personnel records. Section II describes a model policy for the maintenance of student records. Sections III and IV list federal laws and rules pertaining to education records. Section V lists state laws and rules pertaining to education records. Section VI describes confidential communications and the state rules that pertain to them. Appendices provide sample forms; a technical glossary of terms, definitions, and suggested policies and procedures related to student records; and a list of state archivist rules and a general records retention schedule for the public schools of Oregon. (JAM)

ED 304 862 EC 212 559

Johnson, Hilary; Bloomberg, Karen
Teaching the Teachers: Outreach Work in Australia. The Severe Communication Impairment Outreach Project.
PUB DATE- Oct 88
NOTE- 18p.; Paper presented at the Biennial International Conference on Augmentative and Alternative Communication (5th, Anaheim, CA, October 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Disorders; *Consultation Programs; *Delivery Systems; Demonstration Programs; Elementary Secondary Education; Foreign Countries; *Outreach Programs; Preschool Education; *Program Development; Therapists; Workshops
IDENTIFIERS- *Augmentative Communication Systems; *Australia (Victoria)

A survey was conducted in Victoria, Australia, to collect data concerning the prevalence of individuals with severe communication impairments. Based on the data gathered from 1100 service facilities, the Severe Communication Impairment Outreach Project was established. Funding was acquired to employ two statewide consultant speech pathologists with expertise in augmentative communication to serve the preschool and school-aged population. The consultants conducted workshops and provided individual consultancies on a collaborative basis throughout Victoria. Prior to each workshop, the consultants visited the facility to observe the classroom program, teacher-student interaction, and the use of augmentative communication, and to assess staff training needs to be covered in the workshop. Workshops covered such topics as saliva control, mealtime assistance, early communication, augmentative communication, and aided and unaided communication. Lectures were also developed and delivered at colleges to teach residential staff, therapy aides, and educators about the management of severe communication impairments. Future directions of the project are outlined. (JDD)

Tao, Jody
International Area Studies and Cooperative Education at Drexel University.
PUB DATE- 8 Mar 88
NOTE- 19p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; *Business Administration Education; *College Second Language Programs; Cooperative Education; Higher Education; Interdisciplinary Approach; International Studies; International Trade; *Internship Programs; Language Proficiency; Languages for Special Purposes; Majors (Students); Program Descriptions; *Program Design; School Business Relationship; *Study Abroad; Undergraduate Study

IDENTIFIERS- *Drexel University PA

Drexel University's undergraduate major in International Area Studies is described. The program has an interdisciplinary curriculum including required coursework in the departments of foreign languages, history and politics, sociology and anthropology, and business administration. All languages offered start with beginner level courses and progress to business and professional usage courses that include semi-independent study. In the university's tradition, a mandatory cooperative education component is included in the program. Students choose either a five-year program including 18 months of internship, usually in three six-month assignments, or a four-year program with 6 months of internship. Most students choose the longer program and spend the last internship period abroad. The cooperative arrangements with employers are undertaken in a variety of ways. In addition, some employers with long-term relationships with the institution are encouraged to establish new positions using the unique skills of these students. Similarly, overseas internship positions are made available to this program and to other Drexel programs. Both reciprocal exchange and direct placements are used, and both have been found to be useful approaches. Student selection is complex, and participants have pre-departure and re-entry orientations. Appended materials include the program's catalog description, a description of the language certification process, and a sample internship proposal. (MSE)

ED 304 582 CE 052 125

Feasley, Charles E.; And Others
Independent Study Program Profiles 1987-88. Final Report.
National Univ. Continuing Education Association, Washington, DC. Independent Study Div.
PUB DATE- Mar 89
NOTE- 121p.; For earlier reports, see ED 227 801, ED 246 754, ED 253 660, ED 270 609, ED 281 014, and ED 294 045.
AVAILABLE FROM- Correspondence Study Department, 001 Classroom Building, Oklahoma State University, Stillwater, OK 74078 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; Credit Courses; *Enrollment; High Schools; *High School Students; *Independent Study; Noncredit Courses; Postsecondary Education; *Program Costs; *Program Descriptions; Teacher Salaries; Teaching Load

This report presents 72 institutions' responses to the National University Continuing Education Association Independent Study Division's survey of program practices during academic year 1987-88. The six sections provide tables on total program scope, college programs, high school programs, noncredit programs, marketing methods and costs, and research. The survey instrument and supplemental institutional information are appended. Some of the results of the survey were as follows: (1) of 305,355 independent study enrollments reported by the 72 institutions, 54 percent are in college courses, (5 percent fewer than the previous year), 33 percent are in high school (4 percent more than the previous year), and 13 percent are in noncredit programs; (2) for semester-length college courses, students paid an average of $51.43 per semester hour, and faculty were paid an average of $3.46 per lesson or $24.43 per semester hour for grading, as well as an average of $1,263 per course or $347.25 per semester hour for new development; (3) the average high school course fee was $56.16, the grading stipend was $2.45 per lesson or $20 per enrollment, and the average development stipend was $662.59; (4) the average noncredit course fee was $81.92; and (5) for grading, faculty were paid $3.17 per lesson, and the course development stipend was $572.73. (KC)

ED 304 610 CG 021 483

Spang, Bruce P.
Guidelines for Assisting Athletes with Alcohol and Other Drug Problems.
Maine State Dept. of Educational and Cultural Services, Augusta. Div of Alcohol and Drug Education Services.
PUB DATE- Jun 88
NOTE- 65p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcohol Abuse; Alcohol Education; *Athletes; *Athletic Coaches; Drug Abuse; Drug Education; High Schools; *High School Students; *Prevention; Program Implementation; School Policy; Self Esteem; *Substance Abuse

This booklet shows how to adapt and implement a comprehensive program on alcohol and drug abuse prevention to the sports environment in schools. It describes how athletic directors, coaches, parents, and athletes can break the "no talk rule" about alcohol and drug problems with athletes. The preface claims that athletic directors and coaches can have a major impact on chemical use by team members when supported by a policy which encourages students to get help for themselves and friends. The first section deals with sports chemical health, how it affects the whole person and how to face the problem. The second section describes athletic policy and procedures, including sample policy and procedures, and policy implementation. The third section discusses major program responsibilities of athletic directors, coaches, athletes and captains, and parents. The fourth section provides model letters, agendas, and awareness exercises. Awareness exercises cover the topics of belief systems, concerns of performers, effects of chemical use, coaches as role models, identification simulation, chemical surveys, and planning for sports prevention programs. A bibliography of print materials and an annotated list of 27 audiovisuals available on the topics of athletics and substance abuse, chemical dependency, enabling, self-esteem and self-awareness, highway safety, and other drug-related films is included. (ABL)

ED 304 655 CG 021 530

Reauthorization of the Juvenile Justice and Delinquency Prevention Act: Runaway and Homeless Youth. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session on H.R. 1801.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 29 Jan 88
NOTE- 116p.; Serial No. 100-72. For related hearings, see ED 297 236 and CG 021 528-529.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Children; Delinquency; *Federal Legislation; Federal Programs; Financial Support; Hearings; *Runaways
IDENTIFIERS- Congress 100th; *Juvenile Justice Delinquency Prevention Act 1974; *Runaway and Homeless Youth Act 1974

Text of a Congressional hearing on the reauthorization of the Juvenile Justice and Delinquency Prevention Act is presented in this document. The hearing opens with a statement by Representative Dale E. Kildee, who states this hearing will focus on Title III of the Juvenile Justice and Delinquency Prevention Act which authorizes services for runaway and homeless youth in the Homeless Youth Act. He describes the goal of this act not as family unification, but as preparation for independent living. An additional statement by Representative Thomas J. Tauke describes the two groups of runaway youth needing help as those who need short-term assistance to return home, and those who cannot be returned home and are in great danger of exploitation and abuse. Testimony of these witnesses is presented: (1) Beverly Edmonds, executive director, Metro-Help, Chicago, Illinois; (2) James H. Walker, chair, board of directors, National Network of Runaway and Youth Services, Tulsa, Oklahoma; (3) Paget Wilson Hinch, associate commissioner, Family and Youth Services Bureau, Administration for Children, Youth and Families; (4) Deborah Shore, executive director, Sasha Bruce Youthwork; (5) Hida Avent, executive director, Stepping Stone; (6) Carol Thomas-Smedes, vice president, Michigan Network of Runaway and Youth Services; and (7) Mike Montoya, A Step Forward, The Sanctuary. Additional materials are included by witnesses giving testimony, persons representing other groups, and Representative Mickey Leland. (ABL)

ED 304 700 CS 211 729

Brown, Cynthia Stokes
Like It Was: A Complete Guide to Writing Oral History.
Teachers and Writers Collaborative, New York, N.Y.
REPORT NO.- ISBN-0-915924-12-9
PUB DATE- 88
NOTE- 139p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiotape Recordings; *Field Interviews; Higher Education; *Oral History; Personal Narratives; Secondary Education; *Writing Instruction
IDENTIFIERS- Writing Assignments

This how-to guide gives clear, helpful, specific advice on every step of the oral history process: using the tape recorder; conducting the interview; transcribing the interview; editing the transcript; writing short pieces; writing full biography; writing from multiple narratives; and publishing the results. It also includes an invaluable "How To Do Oral History in the Classroom" section and an annotated bibliography of resources. Fourteen figures are included, and two appendixes containing examples of oral history projects and sample interviews are attached. (RAE)

ED 304 730 CS 506 568

Lieberman, Devorah; And Others

Do It My Way: What's Common about Common Sense? An Intercultural Communication Teaching Approach.

PUB DATE- Feb 89

NOTE- 34p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989)

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Cultural Context; *Cultural Differences; Cultural Interrelationships; English (Second Language); Higher Education; *Intercultural Communication; Problem Solving; Role Playing; Teaching Methods

IDENTIFIERS- Communication Behavior; *Cultural Relativism; Cultural Sensitivity

The concept and intercultural application of a "common sense" approach to communication deserves close scrutiny. In an intercultural context, "common sense" should be renamed "cultural perception." In fact, there is nothing that can universally transcend culture and be called "common sense." "Common sense," as a term, refers to what is considered a good-judgment approach to a given situation. However, what is considered good judgment in one culture is often considered bad judgment within another culture. Therefore, the use of the term "common sense" during intercultural interactions hinders understanding and communication and fosters ethnocentric evaluative behavior. But if interactants from homophilous cultures recognize their own "cultural perceptions" filtered from their cognitive schemata, and also consciously consider possible cultural perceptions of the interactant, the resulting behavioral choice will be based on traditional cultural perceptions and nontraditional intercultural perceptions. The English-as-a-Second-Language (ESL) classroom is an ideal area for obviating traditional common sense/cultural perception thinking. Several role-playing student-centered activities designed for an intercultural communication classroom can help introduce this theoretical concept. (Two figures are included, and 15 references are attached.) (MM)

ED 304 818 EC 212 508

Rusch, Frank R.; DeStefano, Lizanne
Secondary/Transition Intervention Effectiveness: Third Annual Report
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC
PUB DATE- 88
NOTE- 285p.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; *Disabilities; *Education Work Relationship; Employer Attitudes; Employment; Federal Programs; Graduate Study; Intervention; Job Placement; Parent Participation; *Program Effectiveness; Public Policy; *Research Projects; Secondary Education; Social Environment; Student Evaluation; Teaching Methods; Technical Assistance; *Transitional Programs
IDENTIFIERS- Competitive Employment (Disabled)

The Secondary Transition Intervention Effectiveness Institute studies issues related to secondary education and transitional services for individuals with special needs. This third annual report offers an overview of secondary transitional services in the United States by Jane Dowling. Papers describing preliminary findings of the Institute's third year research projects are presented: "Social Ecology of the Workplace" (Janis Chadsey-Rusch); "Co-worker Mediated Intervention Strategies" (Frank Rusch); "Employer Perceptions of Hiring Individuals with Disabilities" (Adelle Renzaglia); "Federal Policy Affecting Transition: A Value-Critical Analysis" (Lizanne DeStefano); "Successful and Unsuccessful Placement of Secondary Students into Competitive Employment" (Laird Heal); "Secondary Analyses of Educational and Transitional Services" (Delwyn Harnisch); and "Changes in Aim and Activity During Transition Project Operations" (Robert Stake). The Institute's activities and plans are described for the following task areas: literature review, annual meeting, communication, technical assistance, model program database, experience for graduate students, and performance management system. Also provided are summaries of activities and plans for the conduct of research projects on: workplace social ecology, co-worker involvement, instructional strategies, parents in the transition process, assessing and facilitating employers' positive acceptance of employees with handicaps, policy analysis, meta-evaluation, characteristics of projects that endure after federal funding ceases, student assessment, analysis of extant data sets, and evaluation approaches. (JDD)

ED 304 876 FL 017 828

Birdsong, David
On the Instability of Grammaticality Judgments.

PUB DATE- Dec 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (New Orleans, LA, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Grammar; *Grammatical Acceptability; Language Research; *Linguistic Theory; Research Methodology; *Structural Analysis (Linguistics)
IDENTIFIERS- *Metalinguistics

In response to problems in classifying grammaticality judgments in linguistic theory, a psychological model of speakers' performance on grammaticality judgment tasks is presented. The model departs significantly from notions of metalinguistic performance outlined in previous research, and is derived principally from recent work in category theory. A distinction is made between categorical knowledge and certain ad hoc and contextually variable concepts used to represent such presumed knowledge. Particular emphasis is placed on accounting for the instability of grammatical judgments, even in a single individual. The arguments and evidence are presented as tentative and preliminary in the search for a coherent picture of performance on grammaticality judgment tasks and of the relationship of this performance to linguistic knowledge. (MSE)

ED 304 905 FL 017 862

Ramaglia, Judith
Writing (English as a Second Language) in Accounting.
PUB DATE- Apr 88
NOTE- 23p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; Business Communication; Classroom Techniques; *Content Area Writing; Educational Strategies; *English for Special Purposes; Error Analysis (Language); Heterogeneous Grouping; Higher Education; Revision (Written Composition); Second Language Instruction; *Teaching Models; *Technical Writing

A technique used in college-level accounting courses helped students to develop technical expertise and, at the same time, to improve writing skills. The approach was intended for classes that include both large groups of students learning English as a Second Language (ESL) and groups of non-ESL students. Student responses to exam questions were evaluated, and the following difficulties were noted: (1) spelling and punctuation errors; (2) organization and logical sequencing mistakes; and (3) deficient sentences. Both groups of students had difficulty with word choice, verbs (especially tense consistency), sentence structure, prepositions, and inconsistencies in person or number. A teaching technique involving frequent practice and feedback was developed. Students were required to submit a 1-page accounting case analysis each week. Class time was devoted to discussions of various writing skills and issues each week. Samples of student writing were discussed, and group suggestions for revision were encouraged. The amount of initial preparation and class time devoted to the exercises was relatively small, but evaluation of each case was somewhat time-consuming. Benefits of the technique included student appreciation of the value of writing skills in accounting, weekly acknowledgement of student efforts to improve, assistance given simultaneously to ESL and non-ESL students, and improved understanding of accounting issues. (MSE)

ED 304 525 CE 052 021

Life Management Skills I: Task Analyses. Competency-Based Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 88
NOTE- 212p.; For a related document, see CE 052 022.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($12.08).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Clothing Instruction; Competency Based Education; *Course Content; Criterion Referenced Tests; *Family Life; Family Life Education; Home Economics; Homemakers; *Homemaking Skills; *Home Management; Money Management; Practical Arts; Secondary Education; Sewing Instruction; *Task Analysis

This task analysis guide is intended to help teachers and adminstrators develop instructional materials and implement competency-based education in the course, Life Management Skills I. Section I contains a validated task inventory for this course. For each task, applicable information pertaining to performance and enabling objectives and criterion-referenced measures is provided. Nineteen content/concept areas are categorized under these major headings: wardrobe management, resource management, home management, food management, and family management. Section 2 provides a description of the Home Economics Education Consumer and Homemaking programs. These materials follow: a description of the course and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. (YLB)

ED 304 553 CE 052 076

Pendleton, Audrey
Young Adult Literacy and Schooling: A Summary Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-622
PUB DATE- Oct 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; College Graduates; College Students; Dropouts; *Educational Attainment; Educational Research; *Functional Literacy; Higher Education; High School Equivalency Programs; High School Graduates; Illiteracy; Secondary Education; *Young Adults
IDENTIFIERS- National Assessment of Educational Progress; Young Adult Literacy Assessment

The study used data from the National Assessment of Educational Progress report to examine the relationship for young adults between functional literacy skills and educational attainment. Educational attainment was classified into four categories: less than a high school graduate, high school graduate, some postsecondary education, and college graduate. On the average, dropouts had lower literacy skills than high school graduates. There was a large increase in literacy skills for college graduates compared with high school graduates. Comparison of educational attainment and race/ethnicity showed that the literacy skills of Blacks and Hispanics were lower than those of Whites within each educational level. Additional analysis of literacy skills was done for White young adults by further subdividing some of the groupings. (The sample of Blacks and Hispanics was too small to permit further breakdown.) The literacy skills of high school equivalency certificate recipients were similar to those of high school graduates on two of three scales, but lower on the third scale. Among young adults completing at least two years of college, those currently enrolled in school had higher literacy skills than those not enrolled. The literacy scores of college students completing two or more years and currently enrolled were equivalent to the scores of graduates of four-year colleges. (YLB)

ED 304 597 CG 021 469

Steinberg, Laurence; Elmen, Julie D.

Authoritative Parenting Promotes Adolescent School Achievement and Attendance.

National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 86
NOTE- 15p.
GRANT- G008690007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescent Development; Adolescents; *Attendance; Elementary Secondary Education; *Parent Child Relationship; Parent Influence; *Parenting Skills; Preadolescents; *Responsibility
IDENTIFIERS- *Authoritative Parenting

As adolescents progress from elementary to secondary school, their academic success increasingly depends on their ability to manage their own time and behavior. Because the family plays such an important role in the development of responsible autonomy, this study examined authoritative parenting and the hypothesis that authoritative parents promote school success. Subjects were 157 working- and middle-class families with a first-born child between the ages of 11 and 16 who was enrolled in the public schools. Families completed a measure of the extent and degree of the adolescent's involvement in 10 different household responsibilities; a checklist concerning 17 areas of decision-making on a variety of day-to-day issues used to assess the nature of the family's decision-making style; and adolescents' characterizations of their parents' warmth and use of psychological control. Schools provided information on the adolescents' grades, attendance, and standardized achievement test scores. The results revealed that the adolescents obtained higher grades and attended school more often when their parents used democratic, rather than authoritarian, decision-making practices; when their parents were warm; and when their parents were not overly controlling psychologically. Adolescents from authoritative households (as opposed to either authoritarian or permissive households) performed better in school than their peers, even after controlling for social class and achievement test scores. School grades and attendance records examined one year after the study suggest that authoritative parenting actually promotes school success among high school students. (NB)

ED 304 641 CG 021 516

Golant, Stephen M.
Post-1980 Regional Migration Patterns of the U.S. Older Population.

Preliminary Draft. Preliminary Draft.
PUB DATE- 19 Nov 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Geographic Regions; *Migration; *Older Adults; Place of Residence; *Regional Characteristics; *Residential Patterns; Trend Analysis

This research examined the changing regional patterns of elderly migration, simultaneously examining both net migration and migration stream patterns. Four time periods were examined: 1960, 1970, 1980, and 1985. Migration is conventionally measured by recording the respondent's location of residence 5 years earlier. The 1985 data were obtained from the Current Population Survey. Results included: (1) the changing propensity of older residents to move and to make interstate and interregional moves in which, as the overall mobility rates of older people in the Northeast, Midwest, and West were declining, their rates of interstate and interregional migration were increasing; (2) in the period of 1980-1985 mobility rates continued to decline, and smaller percentages of residents living in the Northeast and Midwest were making interstate and interregional moves; (3) percentages of Northwest, Midwest, and West older residents who migrated to the South steadily increased over the first three decades; (4) interregional migrants from the Northeast and Midwest have found the South increasingly attractive; (5) the relative importance of the Northeast as a source of migrants declined while the relative importance of the West as a source of interregional migrants continued to increase; (6) after three decades of increasingly larger migration losses of older people, the Northeast and Midwest experienced smaller net migration losses in the 1980-85 period, and the South experienced smaller net migration gains in the 1980-85 period; and (7) in the 1980-85 period the West emerged as a notable source region for the South's net migration. (ABL)

Dowling, Ralph E.
The Terrorist and the Media: Partners in Crime or Rituals and Harmless Observers?
PUB DATE- Sep 88
NOTE- 34p.; Paper presented at the "Media and Modern Warfare" Conference (New Brunswick, Canada, September 30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Response; Ideology; *Mass Media Role; *News Media; Political Attitudes; Political Issues; Rhetorical Criticism; Social Action; Social Problems; *Terrorism; Violence
IDENTIFIERS- Burke (Kenneth); Dramatistic Criticism; *Media Coverage; Media Government Relationship; Rhetorical Strategies; Scapegoating; Terrorist Tactics

This paper explores the idea that the media "cause" or strongly motivate acts of terrorism. In an effort to refute this view the paper applies Kenneth Burke's dramatistic theory of communication to show that the motives and behavior of political terrorists can be explained without reference to the media coverage terrorism produces. The paper argues that terrorism would occur because of its symbolic and communicative values even if no media coverage were provided. Four assumptions are presented that have been refuted by existing research: (1) terrorists want a propaganda platform; (2) terrorists win sympathy for their causes; (3) coverage focuses on terrorists and their deeds; and (4) terrorism is contagious and the media spread it. The paper also contends that terrorism "causes" media coverage, and not the reverse. The approach advocated in the paper is effective in helping to formulate a theory of terrorism, because it helps in understanding terrorism, in predicting the forms in which it will appear, and in learning how to control it. The paper concludes that even though terrorism cannot be controlled, knowledge of the purposes it serves provides hope that it may be possible to avoid the radical estrangements that necessitate this violence, or at least find other forms for radicals' expressions of order. (Sixty-seven notes are included.) (MS)

ED 304 745 EA 020 663

Freeland, D. Kay; Faber, Charles F.
AIDS: Education's New Dilemma.
PUB DATE- 8 Feb 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Board of Education Policy; *Communicable Diseases; Confidentiality; *Court Litigation; Decision Making; Elementary Secondary Education; Health Education; Public Schools; School Law; School Responsibility; *Student Placement; *Student Rights

The acquired immune deficiency syndrome (AIDS) is an incurable, fatal disease that is caused by a virus that eventually destroys the body's immune system. While AIDS is contagious, the risk of contracting AIDS through casual contact is said to be negligible. A review of the court cases involving students with AIDS reveals that the precedent has been set--children with AIDS are being allowed to attend school. The national Center for Disease Control has recommended, and the courts have supported, that schools should establish a multidisciplinary team to study, on a case-by-case basis, the placement of students with AIDS. Placement decisions should be made by a team of persons who are knowledgeable about the child, and should be based on medical and educational data. The courts have recommended that the child's physician and public health personnel be included on this team. The school may place limitations on the activities in which a child with AIDS may participate and may also take steps to ensure that information about students with AIDS is kept confidential. All school districts must adopt routine procedures for the handling of blood or body fluids, bites, or bleeding injuries, regardless of whether students with AIDS are known to be in attendance. It is paramount that districts develop educational programs about AIDS that are effective so that students learn the facts. (MLF)

ED 304 776 EA 020 792

To Secure Our Future: The Federal Role in Education.

National Center on Education and the Economy, Rochester, NY.

PUB DATE- 89
NOTE- 39p.
AVAILABLE FROM- Publications, National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614 ($7.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Adult Literacy; Change Strategies; Educational Development; *Educational Improvement; Elementary Secondary Education; *Federal Government; Federal State Relationship; *Government Role; *Government School Relationship; Illiteracy; Mathematics Education; Mathematics Skills; *Program Development; *Public Education; Science Education
IDENTIFIERS- *Bush (George)

This report is adapted from a letter sent to President-Elect George Bush in early January 1989. The report was published to stimulate a broad public discussion of the role that the Federal Government might play in developing the skills of the Nation's people. The priority of preventing damage to young children is the topic of the first section. In the second section, three design programs for restructuring the schools for high performance are described: (1) high performance schools; (2) school to work transition; and (3) social service integration. The third section asks the President to declare a goal of matching the mathematics and science performance of students to those in all other countries by a certain date as well as devising a national strategy for achieving the goal. The last section addresses the Nation's problem of adult illiteracy and the need for high levels of work force training. Appended is a publication order form. (SI)

ED 304 805 EC 212 295

Kreitzman, Natalie R.
An Integrated Program Designed To Increase Positive Play Behaviors in Young, Day-Training Eligible Children.
PUB DATE- 1 Sep 88
NOTE- 123p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Classroom Environment; Curriculum Development; Elementary Secondary Education; *Family Environment; Inservice Education; Interpersonal Competence; Libraries; Paraprofessional School Personnel; Parent Education; Parent Participation; *Play; Preschool Education; *Severe Mental Retardation; *Skill Development; *Toys; Training Methods

The goals of this practicum were to: (1) create more suitable and stimulating structured environments that would engage severely/profoundly handicapped children in positive play situations in the classroom and in the home, and (2) teach parents and caregivers how to identify age appropriate and developmentally appropriate playthings. Inservice sessions were held for day training personnel who worked with 44 individuals, aged 3-21, with severe/profound mental retardation. Workshops were held for home caregivers on play skills and environmental planning. Other components of the project included development of a toy library and evaluation of the classroom environment for appropriateness in play and attachment behaviors. At the conclusion of the project, the children exhibited more appropriate play skills and social interaction skills during play sessions; their fine motor and cognitive functioning improved; room management techniques maximized the potential of resources and personnel; parents took a greater interest in their child's toy selection; and inappropriate self-stimulatory behaviors were inhibited. Appendices include ratings for toys used in the program, a play skill questionnaire and checklist, and a play skill curriculum. (Author/JDD)

ED 304 833 EC 212 528

Sitlington, Patricia L.
Career/Vocational Assessment. Chapter Five.
PUB DATE- 88
NOTE- 31p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; Data Collection; Educational Practices; *Evaluation Methods; Job Skills; *Mental Retardation; Models; *Occupational Tests; Secondary Education; Student Evaluation; Vocational Aptitude; *Vocational Evaluation

An overview is provided of the career/vocational assessment process as applied to individuals with mental disabilities. Types of information that need to be gathered can be grouped into seven basic categories: medical; functional academic skills; interests and environmental preferences; interpersonal skills; work habits and attitudes; learning style; dexterity, endurance, and general vocational skills; and specific vocational skills required for a specific type of occupation. Basic techniques used in career/vocational assessment consist of: reviews of previous records; interviews with parents, the student, former teachers, and employers; paper-and-pencil tests; manual dexterity tests; commercial assessment systems; self-developed work samples; and situational assessment instruments. Described are a number of literature-based models for combining the techniques discussed into an assessment process that can be implemented in the schools. Best practices are recommended in the following areas: definition, purpose, and goals of the career/vocational assessment process; the process and methods utilized; and personnel to be involved. Appendices contain a checklist titled "Types of Information to be Gathered During the Vocational/Career Assessment Process" and descriptions and samples of paper/pencil tests, manual dexterity tests, and commercial systems. (JDD)

ED 304 920 FL 017 877

Grandin, John M.

Launching a Program in International Engineering.

PUB DATE- Apr 88
NOTE- 9p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *Engineering Education; *German; Higher Education; *Internship Programs; Language Attitudes; *Language Role; *Languages for Special Purposes; Pilot Projects; Program Descriptions; Program Development; Program Effectiveness; Second Language Instruction; Student Attitudes; Student Recruitment
IDENTIFIERS- *University of Rhode Island

The development of the University of Rhode Island's International Engineering Program, particularly the German language instruction component, is described. A committee addressed four questions: (1) whether there is tangible evidence that it is desirable for technologists to learn a second language; (2) why engineers avoid foreign language study; (3) how engineers might be encouraged to study languages, and (4) whether financial or other support was available for the creation of a program to address the issue. The committee's findings are reported, and the development of the program based on these findings is described. The resulting choice of language and of program design elements and decisions are outlined, including separate language instruction for engineers, an internship component, establishment of an advisory board, recruitment, and initial course success. The pilot program is now seen as the core of a larger program to be developed in the future. (MSE)

ED 304 625 CG 021 499

Hayden, Thomas C.
College Counseling in Independent Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Admissions Counseling; *College Admission; College Preparation; College School Cooperation; *Counselor Role; Higher Education; High Schools; *Private Schools; School Counseling; *School Counselors
IDENTIFIERS- ERIC Digests

This digest examines the role of the school counselor in independent schools. It describes the counselor as an analyst who understands the pressures of college admissions, an advocate for the school's college-bound students, an advisor to parents, at times a classroom teacher, and an intermediary between schools and colleges. (NB)

ED 304 671 CS 009 556

Rasinski, Timothy V.
Aspects of a Caring Reading Curriculum.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Environment; *Curriculum Development; Elementary Education; Reading Instruction; Reading Material Selection; *Reading Programs; Social Responsibility; Teacher Role
IDENTIFIERS- *Caring; Curriculum Emphases

A caring reading curriculum is needed to help children learn to care for others while promoting academic success in reading, thereby satisfying both the academic and social purposes of education. In developing or evaluating a caring reading curriculum, certain aspects of the program must be considered. These aspects are classroom environment, reading material, tasks and activities, and models of caring persons. The goal in the classroom environment is to maximize interpersonal content. Students are grouped heterogeneously so that students of various ability levels can work together. Materials need to be considered in terms of the social messages, if any, they present to students. Students should be exposed to materials in which the main characters are motivated by prosocial and altruistic interests. Teachers should find ways to involve students in collaborative reading tasks, working with others within and outside the classroom. In a caring reading curriculum, students should see caring personified in the daily actions of their teacher and other significant visitors to the classroom. The development of socially responsible citizens should be an important component of any reading curriculum or generic instruction system. (Seventeen references are attached.) (MM)

ED 304 685 CS 009 591

MacGlashan, Ileene
What Research Says about Children's Literature and Reading Achievement.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basal Reading; *Childrens Literature; Elementary Education; *Reading Achievement; Reading Attitudes; *Reading Instruction; *Reading Research; Theory Practice Relationship

Research indicates that the use of children's literature can have a positive effect on both reading achievement and reading attitudes. The overemphasis on skills and the exclusive use of the basal reader does not appear to motivate students to become readers. Educators should be exposing children to worthwhile literature in order to motivate them to want to read and should be giving them the opportunity to practice the "whole act of reading." But a review of the research literature indicates that these recommendations are not currently being implemented in the classroom. (Fifteen references are attached.) (MM)

ED 304 701 CS 211 730

Padgett, Ron, Ed.
Handbook of Poetic Forms.
Teachers and Writers Collaborative, New York, N.Y.
REPORT NO.- ISBN-0-915924-23-4
PUB DATE- 87
NOTE- 241p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($11.95, paperback).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Literary Devices; Literary Genres; Literary Styles; *Poetry; Secondary Education; Teaching Methods; Writing Instruction
IDENTIFIERS- *Poetic Forms

Intended for secondary teachers and student writers but useful for anyone interested in poetic forms, this book defines 74 basic poetic forms, summarizes their histories, quotes examples from noted poets, and offers professional tricks of the trade on how to use each form. The book covers the following poetic forms: abstract poem, acrostic, allegory, alliteration, alphabet poem, assonance, ballad, ballade, blank verse, blues poem, bout-rimes, calligram, canto, canzone, cento, chant, cinquain, collaboration, concrete poem, couplet, eclogue, elegy, epic, epigram, epistle, epithalamium, event poem, the foot, found poem, free verse, ghazal, haiku, imitation, insult poem, light verse, limerick, the line, list poem, lune, lyric, macaronic, madrigal, metaphor, nonsense poem, occasional poem, ode, ottava rima, pantoum, parody, pastoral poem, performance poem, projective verse, prose poem, quatrain, rap, renga, rhyme, rhythm, ritual poem, rondeau, satire, senryu, sestina, Skeltonic verse, sonnet, spoonerism, the stanza, syllabic verse, tanka, tercet, terza rima, triolet, villanelle, and word play. Entries are cross-referenced, and a bibliography and list of cited authors are included. (MM)

Obermeyer, Gary
Restructuring the Public Schools: A Report on the ISTA President's Symposium (2nd, Indianapolis, Indiana, March 30-April 1, 1988).
Indiana State Teachers Assoc., Indianapolis.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Improvement; *Educational Trends; Elementary Secondary Education; *Public Schools
IDENTIFIERS- *Indiana; *School Restructuring

This is a record of a symposium on the future of education in Indiana. Restructuring the public schools is the long-term goal. The symposium was designed to begin conversation by bringing together a comprehensive assembly of presentations, and to engage the participants in a process of determining the first steps for change. The three-day symposium was committed to (1) raising fundamental questions of the organizational mission; (2) discussing of paradigm shifts in thinking and new learning theory; and (3) making commitments to action. Highlights from five presentations are described. Each presentation incorporates a common theme of advocacy for uncommon approaches to change and provides a stimulus for work to follow. Appended is a listing of the small-group reports in terms of priority, implications, and commitment. A list of participants is also appended. (SI)

ED 304 848 EC 212 543

Morley, Raymond E.

Vocational Education: A Source of Promise for Students with Mental Disabilities. Chapter Twenty.

PUB DATE- 88
NOTE- 23p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Education; Educational Practices; Individualized Education Programs; Low Achievement; Media Adaptation; *Mental Retardation; Secondary Education; Student Evaluation; Student Placement; *Teaching Methods; *Vocational Education
IDENTIFIERS- Iowa

Practices are identified for use in teaching vocational education to students with mental disabilities. Iowa's definition of vocational education is presented, along with definitions for seven major delivery areas of vocational education: home economics, industrial arts/technology, trades and industry, business/office education, distributive/marketing education, health occupations, and vocational agriculture. Best practices in the implementation of a vocational education program include careful consideration of student placement, modification of materials, use of effective teaching methods, modification of evaluation procedures, use of competency checklists, development of vocational student organizations, incorporation of vocational education into the development of individualized education programs, and use of cooperative education techniques. Included is a checklist to assist vocational education teachers to assess their personal ability to reach low-achieving students. (JDD)

ED 304 877 FL 017 829

Gebhard, Jerry G.
The Teacher as Investigator of Classroom Processes: Procedures and Benefits.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Classroom Environment; *Classroom Observation Techniques; *Classroom Research; Interaction; Language Teachers; Models; *Research Design; Research Methodology; Second Language Instruction; Teacher Improvement; Teacher Student Relationship; Videotape Recordings

Classroom research procedures to help teachers to investigate their own teaching behaviors are outlined, and the benefits of such research are discussed. For undertaking investigations of teaching behaviors and their consequences, teachers are first provided with background knowledge and experience in classroom observation. A variety of techniques are available for observing classroom interaction, and aids such as videotape recording and observation rooms with one-way mirrors are also recommended. A second principle taught is that teachers should decide on the areas of teaching they wish to investigate, using ideas generated from readings, seminars, and workshops, when appropriate. Teachers are also provided with a set of steps for conducting research and are encouraged to exchange their ideas, results, and interpretations with other teachers. Experience has shown that from classroom research, teachers gain both awareness of their teaching and its consequences, and confidence in their ability to control what happens in the classroom. (MSE)

ED 304 540 CE 052 053

Batt, Karen
We're All in the Same Boat. A Multi-Cultural and Pre-Vocational ESL Curriculum for Intermediate ESL Students.
La Salle Univ., Philadelphia, PA. Urban Studies and Community Services Center.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Jun 88
NOTE- 147p.
CONTRACT- 98-8027
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Cultural Awareness; Curriculum Guides; *English (Second Language); *Language Skills; Learning Activities; *Multicultural Education; Prevocational Education; *Reading Skills; Second Language Instruction; Social Discrimination; Social Integration; Speech Skills; Teaching Guides; Vocabulary Skills
IDENTIFIERS- 310 Project

This curriculum manual combines the teaching of English as a second language (ESL) with multicultural and prevocational education. The materials provide students with information about immigration, how immigrants fit into the economic system and society, and how different cultures and races have evolved. Goals are to give students the opportunity to relate this information to their own lives and to provide language exercises. The six chapters are: "They Broke My Car Window!" (prejudice, stereotypes, poverty, homeless persons, migrant farm workers, the elderly, the unemployed, crime and ghetto life); Common Ground (values, feelings, and experiences in common); "What's He So Angry About?" (slavery, segregation and discrimination, civil rights movement); "We're All in the Same Boat Now!" (history of immigration, immigrants); Why We Look and Live the Way We Do (race, culture); and "I Got a Job! But..." (helping or hurting each other, unions and safety, words for work). Each chapter contains a dialogue that sets the theme; questions on comprehension and for oral discussion; a picture series for use as oral practice in telling a connected narrative; and reading, vocabulary, and listening exercises. The teacher's guide at the end of each chapter provides answers to exercises, instructions for accomplishing certain exercises, and suggestions on how to present certain exercises. (YLB)

ED 304 568 CE 052 099

Gagnon, Dean P.; Keith, Kevin A.
A Guide to Curriculum Planning in Agriculture Education. Bulletin No. 8426.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 88
NOTE- 144p.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advisory Committees; *Agribusiness; *Agricultural Education; *Agricultural Occupations; *Agricultural Production; Agricultural Supplies; Course Content; Crop Processing Occupations; *Curriculum Development; Delivery Systems; Demand Occupations; Disabilities; Models; *Occupational Clusters; Professional Development; Secondary Education; Sex Fairness; Student

Organizations; Units of Study

This guide provides procedures and information to assist local educators in improving or developing contemporary, comprehensive curricula in the field of agriculture education. Section 1 introduces seven agricultural employment clusters that the guide explores to show how rapidly career opportunities have expanded. Section 2 describes a process to effect sound curricular revisions and to adapt that process to apply specifically to curricular efforts in agriculture education. Section 3 applies these ideas in presenting a specific curriculum model and content units for agriculture education. Five sample units are included: dairy marketing, environmental conservation, exploratory course, forestry, and parliamentary procedure. Each unit contains a general description, objectives, competencies, subject matter outlines, and motivational and learning activities. Section 4 discusses specific delivery mechanisms: organizations (e.g., Future Farmers of America), advisory committees, problem-solving approach, and supervised occupational experience. Section 5 lists names and addresses of professional organizations, provides a professional checklist for instructors of agriculture and a chart of instructional resources by source (name and address) and type of material available, and presents a 10-item reference list. Appendixes include information and sample forms related to sex equity, reaching special needs students, and unit evaluation. (YLB)

ED 304 583   CE 052 126

A New Beginning. Pennsylvania Department of Education Honors Outstanding Adult Students in Success Stories.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

PUB DATE- 89
NOTE- 55p.; PDE Adult Education 353 Special Project. Document contains colored paper and type.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Achievement; Adult Basic Education; *Adult Literacy; *Adult Students; *Literacy Education; Motivation; *Outcomes of Education; Personal Narratives; State Programs; *Success
IDENTIFIERS- 353 Project; Pennsylvania

This booklet contains 10 success stories of Pennsylvania men and women who discovered adult education programs that gave them the tools to create a new life for themselves and their families. Their stories affirm the ability of each adult to use education to overcome great difficulties. Some overcame physical and learning disabilities. Some survived child abuse, abandonment, and prejudice. Some conquered drug and alcohol abuse. All had the personal courage to work hard to change their lives, with the help of education programs in their communities. The stories also show that education has value beyond a paycheck; for these men and women education has meant a greater sense of their own worth and potential. (The booklet is illustrated with photographs of the 10 persons selected to be honored as outstanding adult students.) (KC)

ED 304 611 CG 021 484

AIDS: A Catholic Educational Approach. Teacher's Manual.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-016-X
PUB DATE- 88
NOTE- 179p.; For related document, see CG 021 485.
AVAILABLE FROM- National Catholic Educational Association, Suite 100,
1077 30th St., N.W., Washington, DC 20007-3852 ($16.60; $12.50, members, 5 or more copies $10.70).
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Catholic Educators; *Catholics; *Catholic Schools; Christianity; Elementary Secondary Education; Ethical Instruction; *Health Education; Values Education

This curriculum guide responds to the need for Acquired Immune Deficiency Syndrome (AIDS) information that is correct, developmentally appropriate, culturally sensitive, and morally consistent with Gospel values. The intended uses are described to be in Catholic schools and catechetical programs. A section providing orientation for teachers and parents in a Catholic setting discusses the moral context for AIDS and summarizes medical information about AIDS. Basic considerations for the teacher are discussed; a chart lists 55 AIDS-related learning objectives in the areas of Christian response, basic information, and transmission and prevention information, and classifies them by lesson and grade numbers. Forty lesson outlines for kindergarten through grade 12 are provided. Lesson outlines include objectives, an overview, basic information and vocabulary, suggested materials, teaching and learning activities, and closure. Sample transparencies and handouts are included. Four articles used in lessons by Pope John Paul II, Cardinal Basil Hume, Cardinal Joseph Bernadin, and the Bishops of the California Catholic Conference are presented. A glossary of terms is included. (ABL)

ED 304 731 CS 506 575

Seiter, John S.; Waddell, Debra
The Intercultural Reentry Process: Reentry Shock, Locus of Control, Satisfaction, and Interpersonal Uses of Communication.
PUB DATE- Feb 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Culture Conflict; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; *Locus of Control; Questionnaires; *Reentry Students; Social Behavior
IDENTIFIERS- *Cultural Values

A study examined American college and university students' successful reentry, hypothesized to be influenced by their locus of control for affiliation, interpersonal uses for communication, and relational satisfaction. The subjects, 54 returned sojourners (i.e., students who had studied abroad), filled out a questionnaire to measure reentry shock and relational satisfaction. Subjects were also given questionnaires measuring their locus of control for affiliation beliefs and their interpersonal uses for communication. Correlations among the data indicated that: (1) reentry shock was not associated with internal or external locus of control; (2) locus of control beliefs for affiliation was moderately associated with uses for communication; and (3) internal and external locus of control were associated with various uses of communication. A negative correlation was found between reentry shock and relational satisfaction. Results indicated that reentry was not associated with either internal or external locus of control in this study and that reentry shock can lead to improved interpersonal skills, improved relationships with family members, and even increased intrapersonal knowledge. (Two tables of data are included, and 29 references are attached.) (RAE)

ED 304 791 EA 020 816

Trends in Education Expenditures.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.

PUB DATE- Mar 88
NOTE- 99p.
AVAILABLE FROM- Publications, Office of the Legislative Auditor, 122 Veterans Service Building, St. Paul, MN 55155 (free; limit of 5 copies).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Resources; *Educational Trends; Elementary Secondary Education; Expenditure per Student; *Expenditures; *Financial Support; *Noninstructional Student Costs; Operating Expenses; Program Evaluation; Salaries; School District Spending; School Statistics; *State Aid; Statewide Planning
IDENTIFIERS- *Minnesota

In May 1987, the Legislative Audit Commission for the State of Minnesota directed the Program Evaluation Division to examine noninstructional expenditures for elementary and secondary education. This report, the first of two, focuses on two questions: (1) Has the commitment of resources in Minnesota to instructional activities declined relative to that for noninstructional activities? and (2) How does Minnesota's commitment of resources compare to that of other states? Accordingly, after an executive summary, the first chapter of the report focuses on spending, and provides data on overall spending trends, spending by program area, types of expenditures, and variation among districts. The second chapter focuses on staffing and salary trends, and on variations in staffing and salary among districts. The third chapter provides national comparisons between Minnesota and the United States as a whole on expenditures, staffing, and salaries. Appended is a list of selected program evaluations conducted by the Program Evaluation Division for the State of Minnesota. (TE)

ED 304 863 EC 212 560

Snelleman, Johanna; Dunne, Louise
COMPIC--How To Create and Order Personalized Communication Layouts for Your Clients.
PUB DATE- 18 May 88
NOTE- 12p.; Paper presented at the Biennial International Conference on Augmentative and Alternative Communication (5th, Anaheim, CA, October 23-26, 1988) and at the Annual Conference of the Australian Association of Speech and Hearing Conference (Brisbane, Queensland, May 18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Communication Aids (for Disabled); *Communication Disorders; *Computer Software; Electronic Publishing; Elementary Secondary Education; Foreign Countries; *Pictorial Stimuli; Preschool Education; *Program Development
IDENTIFIERS- Australia; *Pictographs

The COMPIC Development Association, an organization based in Victoria, Australia, has developed techniques for publishing pictographic materials for use by individuals with severe communication impairments. The COMPIC (Computer Pictographs for Communication) system comprises a method of electronically publishing customized communication aids and educational materials without requiring photocopying or purchasing of pre-prepared materials. Software for the system is compatible with the Apple IIe, the Apple II GS, the IBM PC, and IBM-compatible computers. Teaching cards and a manual have been published to accompany the system. In lieu of purchasing the software, materials may be purchased from the Association. Over 1000 pictographs have been made available as customized layouts in various sizes, colors, and with or without adhesive backing. The vocabulary items have been color-coded in a descriptive, grammatical breakdown. This report offers a rationale for the project, describes steps in project development, discusses selection and design of the pictographs, addresses considerations in software design, and outlines project plans. (JDD)

ED 304 892 FL 017 849

Sakakibara, Yoshitaka
Japanese Specialization in the MIBS Program: Business Japanese and Internship Training.
PUB DATE- Apr 88
NOTE- 16p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; College Second Language Programs; Foreign Countries; Graduate Study; Higher Education; *Intensive Language Courses; International Trade; *Internship Programs; *Japanese; Language Proficiency; *Languages for Special Purposes; Majors (Students); Masters Programs; Program Descriptions; *Program Design; School Business Relationship; Second Language Instruction; Study Abroad; Uncommonly Taught Languages
IDENTIFIERS- Japan; *University of South Carolina Columbia

The University of South Carolina added the Japanese specialization to its Master of International Business Studies (MIBS) program in 1982. The small group of students in the 3-year specialization are chosen competitively from a large applicant pool. While no Japanese language knowledge is required for entry to the program, many students have some experience with the language. By program completion, students have spent at least 3 years in intensive Japanese language study, including 1.5 years in Japan. The language program's five phases include: (1) an 8-week intensive summer training course; (2) two semesters of intensive international business courses and Japanese business language studies; (3) a second 8-week intensive summer program; (4) two semesters of study at a Japanese university; and (5) use and continued learning of business Japanese through a 6-to-7-month internship. Emphasis is on development of oral skills. The program is rigorous and demanding. The structure and assignments of the overseas internship vary according to the employer's needs, but tend to offer more generalized training than American internships. Companies evaluate the students at the end of the internships. The program has been very successful in establishing good relationships with companies and in placing graduates. (MSE)

ED 304 526 CE 052 022

Life Management Skills II: Task Analyses. Competency-Based Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 88
NOTE- 197p.; For a related document, see CE 052 021.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($11.21).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Clothing Instruction; Competency Based Education; *Course Content; Criterion Referenced Tests; *Family Life; Family Life Education; Home Economics; Homemakers; *Homemaking Skills; *Home Management; Money Management; Practical Arts; Secondary Education; Sewing Instruction; *Task Analysis

This task analysis guide is intended to help teachers and adminstrators develop instructional materials and implement competency-based education in the course, Life Management Skills II. Section I contains a validated task inventory for this course. For each task, applicable information pertaining to performance and enabling objectives and criterion-referenced measures is provided. Eighteen content/concept areas are categorized under these major headings: wardrobe management, resource management, home management, food management, and family management. Section 2 provides a description of the Home Economics Education Consumer and Homemaking programs. These materials follow: a description of the course and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. (YLB)

Employment and Training Programs.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.
PUB DATE- Mar 87
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Employment Programs; *Employment Services; *Federal Programs; *Job Training; *Program Effectiveness; Program Evaluation; *State Programs; Unemployment; Welfare Recipients; Welfare Services; Youth Employment; Youth Programs
IDENTIFIERS- Job Service; *Job Training Partnership Act 1982; Minnesota

This report examines the effectiveness of employment and training programs in Minnesota and discusses the impact of the 1985 Jobs Bill state legislation. Chapter 1 provides an introduction to Minnesota's programs and to studies of employment and training programs conducted nationwide. Chapter 2 studies the use of Job Training Partnership Act funds in Minnesota. Focus is on the Title II-A basic services component; the Title II-B summer youth component is also discussed. Chapter 3 evaluates two wage subsidy programs: the state-funded Minnesota Employment and Economic Development program and the federally funded Targeted Jobs Tax Credit program. Chapter 4 reviews the role and performance of the Job Service as it has carried out its primary mission of serving as a labor exchange. Chapter 5 examines programs that exclusively serve public assistance recipients. Chapter 6 presents overall conclusions about Minnesota's employment and training programs. It recommends that the state should develop a strategy for effectively using existing employment and training resources, the state should improve coordination among programs, changes should be considered to improve the effectiveness of employment and training programs, the state should maximize use of federal funds, the state should monitor and evaluate program effectiveness, and greater legislative oversight of programs is needed. (YLB)

ED 304 626 CG 021 500

Hoover, Robert M.
Counselors' Use of Tests: Process and Issues. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Testing; Confidentiality; *Counseling Techniques; Counselor Qualifications; *Ethics; Scores; *Test Interpretation; Test Selection; *Test Use
IDENTIFIERS- ERIC Digests

This digest on test uses in counseling discusses the selection, administration, and scoring of tests; the interpretation of test results; and communication of results to clients. It examines such issues in testing as confidentiality, counselor preparation, client involvement in the testing process, computerized testing, and ethics. (NB)

ED 304 642 CG 021 517

Whitner, Phillip A.
Gestalt Therapy and General System Theory.

PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Counseling Theories; Counselor Client Relationship; *Counselor Role; *Gestalt Therapy; Group Counseling; *Group Therapy; *Interaction
IDENTIFIERS- *General Systems Theory

While General Systems Theory (GST) concepts appear to be applicable in explaining some of the phenomena that occur in a Gestalt Therapy group, research is needed to support this assumption. General Systems Theory may not be a group theory per se. Instead, GST may be a theory about groups. A meta-theory exists where its value and usefulness is found in the theory's ability for describing phenomena common to all group theories. Nevertheless, GST certainly acknowledges: (1) the individual as a multi-system person; (2) the therapist as the most important person in the group; (3) the emotional-cognitive process as a system; (4) the importance of the boundary concept; (5) that the importance of the boundary functions, systeming and summing, and that emotional exchanges are not long lasting; (5) there are various levels for intervention within a group, including intrapsychic, interpersonal, and group, and intervention can occur at any level; and (6) the unique advantages of the therapist "thinking systems" with the focus on process instead of content thinking. The interactions within a therapeutic group and attempts to transpose one theory to another are complex; General Systems Theory thinking is new and highly complex. (ABL)

ED 304 656 CG 021 531

Hung, Beatrice K. M.; Lee, Peter W. H.
Nursing Stress and Coping Patterns in Hong Kong.
PUB DATE- Aug 88
NOTE- 30p.; Paper presented at the Annual Meeting of the International Council of Psychologists (46th, Singapore, August 21-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Cultural Differences; *Females; Foreign Countries; Job Satisfaction; *Nurses; Social Support Groups; *Stress Variables
IDENTIFIERS- *Hong Kong

The role of nurses in providing patient care is both instrumental and expressive. Fulfillment of these dual roles depends on the psychosocial and physical well-being of nurses. This study examined the stress experience of nurses in Hong Kong. Various factors affecting the experience of stress and the coping strategies adopted were also investigated. Female nurses (N=196) working in different specialities were studied. Irrespective of their work experience, nursing grades and nature of work, the major source of stress experienced was found to consist of intrapsychic conflict which arose from the profession, the organization, the job, and their home. The total stress experienced also correlated positively with job dissatisfaction. In coping with these stresses, interpersonal succorance seeking was most frequently used. These findings show significant deviations from those obtained in the West. The nature of this stress-coping relationship was evaluated in relation to the nursing profession and the characteristics of the Chinese culture. (Author)

ED 304 672 CS 009 557

Muth, K. Denise, Ed.
Children's Comprehension of Text: Research into Practice.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-744-6
PUB DATE- 89
NOTE- 290p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (No. 744; $10.50 member, $15.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Expository Writing; Models; *Narration; *Reading Comprehension; Reading Instruction; *Reading Strategies; Story Telling; Teaching Methods; *Text Structure; Theory Practice Relationship; Writing Instruction
IDENTIFIERS- Collaborative Learning; Text Factors

Reflecting the concerns of researchers and practitioners about children's text comprehension, this book defines and provides examples of narrative and expository text and describes research-based strategies for helping children comprehend these two types of text. The book contains the following chapters: (1) "Research on Stories: Implications for Teachers" (Jill Fitzgerald); (2) "Using Story Retelling to Develop Comprehension" (Lesley Mandel Morrow); (3) "Teaching Repetition as a Story Structure" (Gail E. Tompkins and Lea M. McGee); (4) "Teaching Narrative Text Structure: A Process Approach to Reading and Writing" (Christine J. Gordon); (5) "Using a Literary Framework to Teach Mysteries" (Charles W. Peters and Marilyn Carlsen) (6) "Research on Expository Text: Implications for Teachers" (Wayne H. Slater and Michael F. Graves); (7) "Teaching Expository Text Structure in Reading and Writing" (Donald J. Richgels and others); (8) "The Teaching with Analogies Model" (Shawn M. Glynn); (9) "The Know, Want to Know, Learn Strategy" (Donna M. Ogle); (10) "Getting the Gist of Expository Text" (Ted Schuder and others); (11) "The Comprehension Experience" (James H. Mosenthal); and (12) "Questions and Concerns about Teaching Narrative and Expository Text" (Joan Nelson-Herber and Carolyn S. Johnston). Each chapter lists references. (MS)

Davidson, Phebe

Narrative Stance in the Douglass Autobiographies.

PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Black Literature; Comparative Analysis; Literary Criticism; Literary Devices; Personal Narratives; *United States Literature
IDENTIFIERS- *Douglass (Frederick)

To consider Frederick Douglass as an autobiographer, it is useful to examine each of his three autobiographical texts with a view to drawing some conclusion about their relation to one another, and about the relation of the author to each one. It seems likely that the shifting of Douglass' narrative stance is an index of his intellectual development and of his understanding of himself in relation to the larger society. The first autobiography, "The Narrative of the Life of Frederick Douglass an American Slave, Written by Himself," commonly acknowledged as the best of the slave narrative genre, transcends the conventional form of the slave narrative and is the product of an exceptional mind whose very literacy is an act of rebellion. "My Bondage and My Freedom," the second autobiography, analyzing and reviewing the experience of the "Narrative," represents the assumption by Douglass of a rebellious literate posture which enables him to reject the strictures (urged upon him by white abolitionists) of the earlier formal genre. The third autobiography, "The Life and Times of Frederick Douglass," considered by many to be a literary failure, is a manipulation of already existing texts. It reveals Douglass grappling in old age with the problem of documenting his place and presence in a changed world, where the cause which had initially impelled him to literacy and to freedom had disappeared. (Sixteen references are attached.) (SR)

ED 304 717 CS 506 545

Dowling, Ralph E.

The Media and the Terrorist: Not Innocents, but Both Victims.
PUB DATE- Feb 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ideology; *Mass Media Role; *News Media; *Rhetorical Criticism; Social Problems; Speech Communication; *Terrorism
IDENTIFIERS- Burke (Kenneth); Dramatistic Criticism; *Media Coverage; Media Government Relationship; Terrorist Tactics

Government officials, media critics, and the public at large appear to believe that the media "cause" or strongly motivate acts of terrorism. However, analysis using Kenneth Burke's dramatistic method can explain political terrorism without reference to desire for coverage. Terrorism would occur because of its symbolic value even with no media coverage. However, when terrorism passes into insurgency--that is, when terrorists find themselves capable of holding enemy territory and hence having traditional tactical and strategic objectives, the Burkean analysis may be less useful because communications to parties outside the inner circle of terrorists may serve instrumental objectives, while Burke's analysis best explains the consummatory functions of symbolic activity. Burke's analysis of society can also be applied to terrorist societies to explain their violence. The dramatistic approach can make it possible to predict the forms in which terrorism will appear, and to pursue efforts to control it. And if the calls for censorship and other verbal victimizations and mortifications of the media can be explained, it may be possible to avoid falling prey to them when confronted with the plausible but unsubstantiated arguments that media coverage aids and abets terrorists. (Eighty-three notes are included.) (MS)

ED 304 746 EA 020 680

Fenton, Ray; And Others

The Effects of Three Models of Teacher Supervision: Cooperative, Supervisor Controlled, and Minimal.

PUB DATE- Mar 89

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Evaluation Methods; Models; Practicum Supervision; Questionnaires; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Supervision

IDENTIFIERS- *Anchorage School District AK

This paper recounts the development of a cooperative teacher evaluation system by the Anchorage (Alaska) School District and presents the data that led Anchorage educators to conclude that cooperative evaluation is superior to either traditional supervisor-directed evaluation or minimal unstructured evaluation. In 1984, the district formed a task force under the direction of an assistant superintendent and composed of principals, teachers, and other professionals to explore alternative evaluation systems. After a year of evaluating varied models, the group developed its own unique system of cooperative evaluation with goals jointly defined by supervisor and instructor. The plan called for a 3-year commitment to developing and assessing this new cooperative evaluation process. Evaluation of the three models was based on questionnaires sent to participants and structured interviews conducted by Anchorage School District Assessment and Evaluation Department staff. Data on the effects of cooperative evaluation are presented through a series of two tables focusing on assessment of teachers and of supervisors, respectively. A bibliography is included, along with instrumentation from the assessment. (TE)

ED 304 777 EA 020 793

Orlich, Donald C.

Staff Development: Enhancing Human Potential.

REPORT NO.- ISBN-0-205-11827-5
PUB DATE- 89
NOTE- 266p.
AVAILABLE FROM- Allyn and Bacon, Longwood Division, 160 Gould Street, Needham Heights, MA 02194 ($32.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Continuing Education; Higher Education; *Inservice Education; *On the Job Training; *Organizational Development; *Professional Development; *Staff Development

In 10 chapters, this book offers a clear nonlinear vision for continuously preparing professional and classified staff for the purpose of improving schools and student academic achievement. Chapter 1 shows the importance of inservice education and provides a rationale for conducting systematic, if not empirically based, programs. Chapter 2 details needs assessments and explains why it is critical to address individual and organizational needs for success. Chapter 3 discusses the many delivery systems available to staff developers, including the reborn teacher center, and describes peer coaching as a powerful and innovative training mechanism. Chapter 4 stresses the many ways to evaluate inservice projects. The Temporary Systems Approach to evaluation is introduced. Incentives for staff development are the subject of chapter 5, where detailed illustrations are given so that those who excel in staff development can be recognized. Funding is the topic of chapter 6. The concepts of direct and indirect costs are highlighted. Chapter 7 offers a dichotomous theoretical key to select the most appropriate staff development model for success. Readers are enjoined to create and test the theory. Chapter 8 illustrates the many options available to administrators for continued staff development efforts. Chapter 9 critiques reforms that diminish the energy of personnel in educational and noneducational circles. The final chapter is an overview of issues that impinge on staff development and need resolution. Topics included in the appendixes are the Delphi Technique and microteaching. References are provided. (JAM)

ED 304 806 EC 212 296

Bryant, N. Dale; And Others
The Effects of Instructional Variables on the Learning of Handicapped and Non-Handicapped Individuals. Volume 1. Research Review Series.
Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 79
NOTE- 63p.; For other volumes in this series, see EC 212 297-298.
CONTRACT- 300-77-0492
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; Comparative Analysis; Drills (Practice); Elementary Secondary Education; Feedback; Generalization; Instructional Effectiveness; *Learning Disabilities; *Learning Modalities; Learning Strategies; Mastery Learning; Prerequisites; Reinforcement; *Teaching Methods; Transfer of Training
IDENTIFIERS- *Instructional Variables

This research review examines the effects of instructional variables on the learning of handicapped and nonhandicapped individuals. The research review begins with an historical look at learning disabilities research. An overall analysis of the differential effects of instructional variables on learning-disabled and nonhandicapped individuals concludes that learning-disabled children, when taught by traditional instructional methods, frequently encounter problems in motivation, overloading, poor selective attention, interference with new and old learning, and transfer. Significant instructional variables are then singled out for examination; these include reinforcement; mastery; practice; focused attention, modeling, and informative feedback; and teaching of learning strategies. Other characteristics of the instructional program are also discussed, such as overloading, interference, transfer of learning, and the importance of prerequisite skills in learning hierarchies. (JDD)

ED 304 819 EC 212 509

Manfredini, Dianne
Down Syndrome. ERIC Digest #457.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 88
NOTE- 3p.
CONTRACT- RI88062207
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 457).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Child Development; *Downs Syndrome; Elementary Secondary Education; Etiology; Incidence; *Individual Characteristics; Preschool Education
IDENTIFIERS- ERIC Digests

This information sheet briefly describes the history of the identification of Down Syndrome, its prenatal diagnosis, characteristics of individuals with Down Syndrome, its causes, its rate of occurrence and recurrence, its impact on child development, and recommended content of education programs for children with Down Syndrome. A list of seven organizational and bibliographic resources is included. (JDD)

ED 304 834 EC 212 529

Hoffman, Roger C.
Transition. Chapter Six.
PUB DATE- 88
NOTE- 14p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Cooperative Programs; *Delivery Systems; Educational Cooperation; Education Work Relationship; *Mental Retardation; Secondary Education; State Programs; *Teacher Role; Teamwork; *Transitional Programs
IDENTIFIERS- Iowa

The concept of transition of an individual with a disability from school to adult environments is presented from the perspective of the educator's role. The educator's role is perceived as: (1) an "expert" on the needs of individuals with mental disabilities and the barriers they face when they move from the educational environment to the adult environment, and (2) an active member of a team facilitating movement of students. As students end their school programming, they and their parents find a confusing and often duplicative array of services, which in some cases meet none of the individual student's needs. Effective transition programming calls for broad levels of cooperation, which can be achieved through joint agreements, development of models of service delivery, legislative mandates, and state transition initiatives. The Iowa Transition Initiative serves as an example of such cooperative programs. Additional components of transition that impact on educators more directly include curriculum, adult services, parent involvement, cooperative efforts guided by the joint agreements, and provision of information about available adult services. (JDD)

ED 304 849   EC 212 544

Polloway, Edward A.; Decker, Thomas W.
Written Language. Chapter Twenty-one.
PUB DATE- 88
NOTE- 27p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Language Skills; *Mental Retardation; *Prewriting; *Revision (Written Composition); Skill Development; *Teaching Methods; *Writing (Composition); Writing Instruction; *Writing Skills

Written language skills are an important goal within programs of language development for students with mental disabilities. Specific facets should be considered in the teaching of writing, such as drawing on previous linguistic experiences, viewing writing as both process and product, emphasizing writing as a form of communication, tying writing to cognition, and seeing writing as an opportunity for personal expression. The process of writing is conceptualized as having three sequential stages: pre-writing, writing, and post-writing. In the pre-writing or planning stage, concerns include stimulation, motivation, and purpose. In the writing or drafting stage, a distinction is made between teach-write approaches and write-teach approaches. During this writing stage, a number of key skill areas warrant instructional attention; these include handwriting, spelling, vocabulary development, sentence development, and paragraph writing. The revision stages involved in post-writing should become a routine and integral part of the writing process, requiring the active involvement of the writer in the careful review and revision of what has been previously written. (JDD)

ED 304 906   FL 017 863

Ladau-Harjulin, Ulla; Morgan, Anne
Use of Professional Video Film for Tackling Linguistic Aspects of Cross-Cultural Communication in the World of International Business.
PUB DATE- Apr 88
NOTE- 28p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Business English; Classroom Techniques; Cultural Traits; Higher Education; *Intercultural Communication; *International Trade; *Media Adaptation; *Paralinguistics; Television Viewing; *Videotape Recordings

A 13-episode British television serial about international countries competing for a large project in an imaginary country provides the basis for a series of instructional materials in intercultural business communication. Video is seen as an excellent tool for teaching languages and other aspects of communication because it allows entry into the total communicative situation that includes such aspects as topic, setting, social roles, attitudes, moods, and nonverbal behavior. The business orientation of the serial in question provides stimulating and life-like models for analysis, practice, and reproduction of various business skills and strategies. Materials have been developed to accompany every scene in the serial so that the film can be completely integrated into classroom instruction. A variety of film techniques are used, including freeze-frame, highlighting, silent sequences, video-split, repetition, predictive speech, speculation, narrative recall, and translation. The materials include viewing guides and aids for note-taking, viewing for the central point, opinion-building, register and style, and analysis of kinesics and proxemics. A variety of sample scenes for the serial illustrate the range of topics around which classroom discussion can be built. (MSE)

ED 304 921 FL 017 878

Caprio, Anthony
Translation Training for the Professions: A Model for Program Development and Administration.

PUB DATE- Apr 88
NOTE- 13p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Higher Education; *Languages for Special Purposes; *Professional Occupations; Program Administration; *Program Content; Program Descriptions; Second Language Instruction; *Translation
IDENTIFIERS- *American University DC

A model for college-level translation training for the professions at the American University (District of Columbia) is described, and suggestions for adaptation are provided. The training consists of a translation component implemented in existing regular departmental foreign language courses. The model provides students with introductory workshops on translation and the possibility of ongoing translation practice in the context of literary, cultural, or area studies. The mechanics of implementation of such a program; the kind of faculty orientation and training involved; the cooperation required of colleagues; and the effects of the programming on the department, students, and enrollments are discussed. Other options discussed include development of additional, specialized translation courses, internships, inclusion of additional languages, competency testing, and the incorporation of professional translators as resources. The program in question leads to a certificate in translation. Experience with the program to date indicates that it is attractive to students and has improved the regular curriculum without burdening limited resources. (MSE)

ED 304 598 CG 021 470

Hurrelmann, Klaus
Parents, Peers, Teachers and Other Significant Partners in Adolescence.
SPONS. AGENCY- Bielefeld Univ. (West Germany).
PUB DATE- Mar 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Society for Research on Adolescence (Alexandria, VA, March 25-27, 1988). Research on this paper was supported by the Special Research Center "Prevention and Intervention in Childhood and Adolescence."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Counselors; Foreign Countries; *Helping Relationship; Longitudinal Studies; Parent Aspiration; *Peer Influence; Psychologists; Secondary Education; *Social Support Groups; Social Workers; *Stress Variables; *Teacher Role
IDENTIFIERS- *West Germany

This paper presents data on psychosocial stress and sources of social support in adolescence obtained from a longitudinal survey of a representative sample of 1,717 West German adolescents between the ages of 13 and 16. Structural changes in the life phase of adolescence are discussed and typical symptoms of psychosocial stress in adolescence are identified. Data on problem behaviors such as delinquency, aggression, drug abuse, and psychosomatic complaints are discussed as they relate to measures of the quality of adolescents' relationships with friends, parents, and teachers. The focus of this paper is on the effectiveness of teachers and other professionals (psychologists, social workers, career counselors, ministers) in helping adolescents deal with problems. Among the sources of stress identified in the paper are discrepancies between adolescents' school performance and their parents' expectations and the adolescents' feelings of inadequacy in keeping up with their peers. Potential preventive and remedial interventions are considered, including preventive youth and family policies, teachers as counselors, peer counseling, and the introduction of professional counselors into schools. (NB)

ED 304 761 EA 020 769

Joyner, Edward T.
Promoting School Success through Collaboration and Coordination.
PUB DATE- Aug 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Community Coordination; *Cooperative Planning; Educational Quality; Elementary Secondary Education; Instructional Effectiveness; Outcomes of Education; Parent School Relationship; *Participative Decision Making; School Community Programs; *School Community Relationship; *School Effectiveness; Teacher Effectiveness
IDENTIFIERS- *School Development Program

This paper argues that effective schools meet their educational objectives when they promote collaboration and coordination among all school publics via the participative decision-making School Development Program Model. Steps and guidelines are listed to integrate the program into school systems. In addition, the model's structure, functions, and operations are described. The implementation of the model should promote mutual respect among the school's internal and external constituencies; permit systematic identification of problems, solutions, and opportunities within the school; create a sense of achievement among adults who participate in the program; and improve student social adjustment and academic performance by virtue of the concern shown by program participants. (JAM)

ED 304 541 CE 052 054

An Unforgiving Enemy: AIDS. Student Reader and Teacher's Guide.
Adult Education Services, Johnstown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 88
NOTE- 95p.
CONTRACT- 98-8013
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adult Basic Education; *Disease Control; Disease Incidence; Epidemiology; *Health Education; Hygiene; Instructional Materials; *Prevention; *Preventive Medicine; Reading Materials; Teaching Guides
IDENTIFIERS- 310 Project

These adult basic education instructional materials on the prevention of Acquired Immune Deficiency Syndrome (AIDS) include a student reader and a teacher's guide. The student reader contains six chapters. Chapter 1 introduces two characters--Ricco and Francis--and focuses on the definition of AIDS, the three stages of the disease, the cause, and the origin of the virus. Chapter 2 identifies the five categories of adults most likely to get AIDS. Chapter 3 attempts to determine how Francis got AIDS. Focus of Chapter 4 is on recognizing the symptoms of people with AIDS. It traces the procedure for antibody testing and deals with mental attitudes toward test results. Chapter 5 emphasizes practicing "safe sex." Chapter 6 deals with up-to-date information on AIDS, attempts to discredit the myths, looks at AIDS in the workplace, and encourages responsible decision making between partners. It concludes with Francis facing the final stages of the disease with Ricco's friendship and support. Recommendations for persons testing positively and a list of information hotlines and publications are provided. The teacher's guide provides the following material for each chapter: a list of terms for review with definitions, discussion points, suggested activities, a listing of additional resources, handout and visual-aid masters, and information sheets. (YLB)

ED 304 702 CS 211 731

Worsley, Dale; Mayer, Bernadette
The Art of Science Writing.
Teachers and Writers Collaborative, New York, N.Y.
REPORT NO.- ISBN-0-915924-20-X
PUB DATE- 89
NOTE- 218p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($12.95, paperback).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Annotated Bibliographies; Anthologies; Mathematics; Science Instruction; Secondary Education; Teaching Methods; *Writing Across the Curriculum; *Writing Exercises; Writing Improvement; Writing Instruction
IDENTIFIERS- *Science Writing; Writing Assignments

Aimed at secondary school science and English teachers, this book presents practical advice for developing good student writing in science and mathematics. Five main sections cover: (1) an essay development workshop; (2) 47 specific writing assignments; (3) over 30 questions teachers ask about science writing, and the answers; (4) an anthology of 43 selections of science writing from Shakespeare, Darwin, Freud, Carl Sagan, Rachel Carson, and others; and (5) an annotated bibliography of over 150 books useful for the teaching of science writing. An appendix by Russel W. Kenyon discusses teaching math writing. (RS)

ED 304 792 EA 020 817

University of Minnesota Physical Plant Operations.
Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.
PUB DATE- Aug 88
NOTE- 156p.
AVAILABLE FROM- Publications, Office of the Legislative Auditor, 122 Veterans Building, St. Paul, MN 55155 (free; limit of 5 copies).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Cost Effectiveness; *Educational Facilities; Educational Facilities Planning; Efficiency; Expenditures; *Financial Audits; Higher Education; Maintenance; Money Management; Productivity; *Systems Analysis; *Universities
IDENTIFIERS- *University of Minnesota Minneapolis

In March 1988, the Office of the Legislative Auditor for the State of Minnesota conducted a program evaluation and financial audit of physical plant operations at the University of Minnesota's Twin Cities campus. The auditors examined the physical plant's management, financial, and personnel controls and the effectiveness and efficiency of maintenance, repair, and custodial operations. This document comprises the resulting report to the Legislative Audit Commission. After an executive summary and an introduction, the report consists of six chapters: (1) background, including organization, staffing, and general financial information; (2) financial management, including funding and budgetary philosophy, operating budget, rates charged for services, and other financial concerns; (3) overall measures of organizational effectiveness, including department organization, internal communication, employee satisfaction, external relationships, achievement of objectives, and recommendations; (4) productivity and cost-effectiveness of shops, including scheduling, staffing and work rules, preventive maintenance, transportation, work quality, and recommendations; (5) custodial and grounds maintenance operations; and (6) related issues, including the used equipment purchase program, special personnel issues, and remodeling. Appended are results of a survey of physical plant employees and samples of work reviewed by technical consultants. Numerous tables and figures are included. (TE)

ED 304 864   EC 220 536

Archer, Anita L.; Gleason, Mary
Design and Delivery of Lessons.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Instructional Design; *Lesson Plans; Low Achievement; Preschool Education; *Teaching Methods; Theory Practice Relationship

The primary goal of special educators must always be to optimize the instruction given to low-performing students. The amount of teacher-directed instruction that low-performing students receive is directly related to their achievement. To maximize the amount of teacher-directed instruction, small and large group instruction is recommended. Lessons should include three components: an opening, a body, and a close. The opening of the lesson involves gaining the students' attention, reviewing critical prior knowledge, and stating the goal of the lesson. The body of the lesson encompasses modeling the new skill and providing guided practice of the new skill through prompting and checking. The close of the lesson includes a review of information, a preview of the next lesson, and introduction of independent work. To increase the attention and accuracy of students, the teacher should use such delivery skills as eliciting frequent responses from the learners, providing appropriate feedback on correct and incorrect responses, and maintaining the attention of the learners. (JDD)

ED 304 878 FL 017 830

Pearson, Bethyl
Conventionalized Conversation: A Constraint on "Foreigner Register."
PUB DATE- Dec 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (New Orleans, LA, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Ethnic Groups; Foreign Nationals; Language Research; *Language Styles; *Native Speakers; *North American English; Pragmatics; Sex Differences
IDENTIFIERS- *Directive Speech; Foreigner Talk; *Registers (Linguistics)

A study investigated the possibility that native speakers of American English make coordinated modifications in their speech to non-native addressees, depending on the degree to which the conversation is conventionalized. The specific exchange analyzed was direction-giving, and evidence of use of a "foreigner" register was sought in type-token ratios, t-units, and such interactional features as comprehension checks. Results support the idea that direction-giving is highly conventionalized, with direction-givers making few modifications in the form and content of discourse to non-native addressees. However, some variations correlated systematically with the ethnicity and sex of both the addressee and the direction-giver. (Author/MSE)

ED 304 527 CE 052 028

Borthwick, Andrew; And Others
Planning NAFE. Equal Opportunities for Ethnic Minorities. A Handbook for Senior LEA and College Managers and Training Agency Officers.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-097-0
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Access to Education; Adult Basic Education; Affirmative Action; *Blacks; Continuing Education; *Equal Education; Foreign Countries; *Minority Groups; Postsecondary Education; Program Development; Standards; Vocational Education
IDENTIFIERS- *Great Britain

This handbook is designed to be used by senior local education authority (LEA) and college managers and training officers responsible for the production of non-advanced further education (NAFE) development plans and annual programs in Great Britain. It focuses on key areas related to the provision of equality of opportunity for ethnic minorities. The guide begins with a brief introduction to four central issues and 12 areas for action (policy; priorities and resourcing; ethnic monitoring; consultation and needs analysis; marketing, access, and recruitment; course program; delivery mechanisms; progression; student support; evaluation and review; staffing and staff development; and ethos). A statement of principle is made about each. The statement of principle is followed by a list of indicators of application that gives possible sources of evidence that the principles are being applied in practice. A checklist is then provided to be used either to assess in more detail the extent to which principles have been applied in practice or as a prompt or plan for action to be undertaken. (KC)

ED 304 569   CE 052 102

Ediger, Marlow
Cooperative Occupational Education.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Education; *Educational Philosophy; *Educational Psychology; Excellence in Education; Postsecondary Education; *School Effectiveness; Secondary Education; *Student Development; Vocational Education

Students enrolled in cooperative occupational education (COE) should achieve optimal development. To ensure this, instructors should use criteria from the psychology of education. They must strive to see that learning opportunities for COE students are meaningful; interesting; centered upon providing for individual differences; balanced among three categories of objectives--understandings, skills, and attitudes; and purposeful. Teaching should emphasize those appropriate psychologies that guide each COE student to attain as much as possible. These psychologies include behaviorism and humanism. Instructors should also select philosophies that provide for optimal student progress, such as problem solving, decision making, and predetermined COE curricula. (YLB)

ED 304 584 CE 052 128

Learn, Grow, Become. HOSA Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
NOTE- 253p.; For related documents, see ED 301 712-715.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. HO-1100: $20.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Course Content; Course Organization; Job Training; Learning Activities; Parliamentary Procedures; Program Development; *Program Implementation; Secondary Education; State Curriculum Guides; *Student Organizations; Teaching Methods; Units of Study
IDENTIFIERS- *Health Occupations Students of America; Oklahoma

This teacher's guide contains six units designed to help teachers form and lead students in a Health Occupations Students of America (HOSA) chapter (one unit on chapter management and five instructional units). The format of the guide includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. The unit components focus on measurable and observable learning outcomes and are designed to be used in more than one lesson or class period. The six units cover the following topics: introduction to Health Occupations Students of America; HOSA activities; parliamentary procedure; becoming a HOSA leader; giving presentations; and the HOE (Health Occupations Education)-HOSA partnership. (KC)

ED 304 612 CG 021 485

AIDS: A Catholic Educational Approach. Leader's Guide.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 88
NOTE- 34p.; For related document, see CG 021 484.
AVAILABLE FROM- National Catholic Educational Association, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3852 ($6.60; members $5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Catholic Educators; *Catholics; *Catholic Schools; Christianity; Elementary Secondary Education; Ethical Instruction; *Health Education; Values Education

This teacher/leader's guide for Acquired Immune Deficiency Syndrome (AIDS) education using a Catholic approach builds upon materials presented in the teacher's manual. Considerations when implementing the AIDS curriculum are discussed, including involvement of the faith community and tailoring the program design with local decisions. Models for a total parish program, parish school program, and parish catechetical program are outlined. Ideas for teachers' inservice programs are given. The selection of leaders and teachers, materials, orientation, and agenda items for inservice programs are discussed. Suggestions for planning a parents' session are presented, focusing on the topics of assembling a planning group, communication with the parents, and suggestions for the parents' session itself. An annotated list of AIDS curriculum resources is included, with materials grouped within these types: church documents and other statements from Catholic sources; books, booklets, pamphlets, special issues, and reports; audio-visual programs; bibliographies and catalogs; journals; and AIDS-related organizations and hotlines. (ABL)

ED 304 627 CG 021 501

Hansen, Sunny
Sex Equity in Guidance and Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Attitude Change; *Change Agents; *Counselor Attitudes; *Counselor Role; Elementary Secondary Education; School Counselors; *Sex Bias; Sex Role; Social Change; *Student Attitudes; Trend Analysis
IDENTIFIERS- ERIC Digests; *Sex Equity Coordinators

This document highlights progress in sex equity over the past 15 years, examines the current status and trends, and describes the role of counselors and educators as change agents in reducing sex bias. (NB)

ED 304 643 CG 021 518

Rogers, John M.

Annotated Bibliography of Professional Socialization.

SPONS. AGENCY- Montana State Univ., Bozeman. Center for Adult Learning Research.
PUB DATE- Jan 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Literature Reviews; Professional Development; *Professional Personnel; *Socialization

This bibliography contains annotations of 49 articles on the topic of professional socialization. The articles were identified using the Educational Resources Information Center (ERIC), Sociological Abstracts, Medline, and Cumulative Index of Nursing and Allied Health Literature data bases. A bias exists in the selection process towards items related to nursing and medicine as well as those articles addressing professional socialization during the period of formal education. The citations touch on many topics other than professional socialization, including role conception, autonomy, differentiation between the practice of professional and technical nurses, effects on marriage, and the concept of failure. It is noted that a plethora of instruments have been used in conjunction with these studies of professional socialization and that they include instruments to measure socialization itself as well as instruments that assess narrower or related subject areas such as locus of control, work satisfaction, values, attitudes, role identity, professional and personal development, and learning styles. Where an article is a review article it is noted as such in the annotation. Articles were included because they provide some basic information, an international perspective, or examples of unique approaches, and because they fit into the selected interest area. (ABL)

ED 304 657 CS 009 518

Starr, Kevin
Whole Language and the Essential Elements of Effective Instruction:

Sheathe Your Daggers!
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Instructional Improvement; *Reading Instruction; *Student Motivation; Teacher Effectiveness; Teaching Methods; *Teaching Models; *Writing Instruction
IDENTIFIERS- *Hunter (Madeline); *Whole Language Approach

Numerous parallels exist between two instructional approaches sometimes thought to be incompatible: whole language and Madeline Hunter's "Essential Elements of Effective Instruction." The biggest parallel between whole language and the Hunter model is in the area of meaning: true whole language instruction depends on making learning meaningful and the Hunter model stresses that meaning is the single most important factor contributing to successful and rapid learning. Other parallels include: (1) avoiding the teaching of skills in isolation; (2) emphasizing demonstration and explanation as important teacher actions; (3) stressing creativity and spontaneity; and (4) underscoring the active character of learning. Six parallel aspects of student motivation also exist, including feeling tone and level of success. (Twenty-three notes are included, and a 15-item bibliography is attached.) (RS)

ED 304 732 CS 506 583

Engen, Barbara; Campbell, Joy

"Elementary, My Dear Shakespeare." Producing a Shakespearean Festival in the Elementary Schools.

REPORT NO.- ISBN-0-922947-00-7
PUB DATE- 88
NOTE- 114p.; See CS 506 584-586 for other plays in the series.
AVAILABLE FROM- Market Masters Books, P.O. Box 151066, Salt Lake City, UT 84115 ($16.95 including postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Drama; Dramatics; Elementary Education; *Elementary School Students; Teacher Developed Materials
IDENTIFIERS- Drama in Education; *Midsummer Nights Dream; *Shakespeare (William)

Intended to give teachers usable information and prepared materials that are ready-to-reproduce for students, this book compiles research, tips, and teaching ideas into a sourcebook on teaching and producing William Shakespeare's plays in the elementary classroom. It is designed to bring the student into an awareness of Shakespeare's art and language. Following an introduction, chapters deal with: (1) William Shakespeare; (2) Life in Shakespeare's Time; (3) Clothing in Shakespeare's Day; (4) The Theater in Shakespeare's Day; (5) Getting Started: Choosing the Plays and Casting the Characters; (6) Behind the Scenes: Scenery, Costumes, Music, and Lights; and (7) Step by Step: A Time Line for Success. Appendixes include student activity sheets; communications with parents, invitations, programs; and a narration script for Queen Elizabeth, Shakespeare, and Court Jester. Fifteen references are attached. A play packet on "A Midsummer Night's Dream" includes staging suggestions, a story summary, the script, and class activities. (SR)

ED 304 820 EC 212 510

Murphy, Linda; Della Corte, Suzanne
Special Help: Physical and Occupational Therapy.
PUB DATE- Dec 88
NOTE- 9p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($3.50 per issue, $18.00 subscription rate).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ancillary School Services; Depression (Psychology); *Disabilities; Elementary Secondary Education; Family Problems; *Motor Development; *Occupational Therapy; Parent Participation; *Physical Therapy; Preschool Education; Psychomotor Skills; Studen Evaluation

This issue of "Special Parent/Special Child" describes the role of occupational and physical therapy in maximizing the potential of special needs children. Physical and occupational therapy are defined and the training and functions of therapists in each area are outlined. Also discussed are the goals of therapy programs in developing gross and fine motor skills, assessment methods, types of therapeutic exercises, the functions of the school-based physical or occupational therapist, and the parents' role as co-therapists. The issue concludes with a column addressing the problem of psychological depression experienced by parents of special needs children. (JDD)

ED 304 893 FL 017 850

McEnery, Jean M.; Des Harnais, Gaston
An Examination of the Predictors of Success of Expatriate Student Interns.
PUB DATE- Apr 88
NOTE- 16p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; Adjustment (to Environment); *Business Administration Education; College Students; Foreign Countries; Graduate Students; Higher Education; *International Trade; *Internship Programs; Job Satisfaction; Language Skills; Majors (Students); Occupational Information; Personality Traits; *Predictor Variables; Research Design; Research Proposals; Social Values; Student Attitudes; Student Characteristics; Student Evaluation; Study Abroad; Undergraduate Students

The proposal for a study of success factors for overseas business interns is presented. The proposed research would investigate predictors of success for undergraduate and graduate international trade majors from the United States and Western Europe who are interning in foreign countries. Predictors to be considered include personal characteristics such as language skills, values, personality, and perceptions about the new environment, and internship job characteristics such as job challenge, support, and the functional experience developed. Dependent measures include: (1) intern performance as rated by the intern, supervising professor, and business supervisor; (2) intern satisfaction with the experience, and (3) intern commitment to a future international career. Methodological problems are also discussed. (Author/MSE)

ED 304 907 FL 017 864

Frank, Jane
On the Englishes Used in Written Business Communications across Cultures: Can Readers Tell the Difference? And Does It Matter?
PUB DATE- Apr 88
NOTE- 21p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Business English; Comparative

Analysis; Intercultural Communication; International Trade; *Language Attitudes; *Language Styles; Marketing; *Native Speakers; Reading Comprehension
IDENTIFIERS- Direct Mail Campaigns; *Nonnative Speakers

A pilot study investigated the varieties of English used in two commercial contexts and the success of speakers from different cultural and linguistic backgrounds in transmitting intended information to listeners from other native language backgrounds. A questionnaire was administered to both native speakers of English (NS) and non-native speakers (NNS) of English to determine: (1) their ability to differentiate NS- and NNS-originated texts and to identify the author's intent, and (2) their familiarity with advertising contexts and/or non-native varieties and how that familiarity affected understanding of the content. Both NS and NNS were equally able to identify NS-originated texts, but NS were more sensitive to NNS-originated texts. NS readers were better able to identify promotional correspondence, while NNS reasers evaluated sales offers less positively than business communications, regardless of the text's origin. Results suggest that readers' ability to distinguish NS- and NNS-originated texts may influence receptivity to cross-cultural promotional campaigns communicated in English. It is concluded that it may not be differences, but attitudes toward those differences, that help determine the acceptance and effect of varieties of English used in cross-cultural contexts. (MSE)

ED 304 555 CE 052 080

Merkel-Keller, Claudia
CAN WE COMPETE?--The Implications of the Proposed Revised New Jersey Statewide Testing Program for Vocational Students.
PUB DATE- Mar 89

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; High Schools; *High School Students; Integrated Curriculum; Minimum Competencies; *Minimum Competency Testing; Remedial Instruction; Skill Development; *State Programs; *Vocational Education
IDENTIFIERS- *New Jersey

The State of New Jersey has proposed moving its competency test of basic skills from the 9th to the 11th grade, in order to allow for more content learning, more maturity, and more test-taking skills on the part of students. Since vocational students are more likely than other students to score low on the basic skills competency test, having the test later has both good and bad consequences for these students. Students who take the test later should be more mature, have taken more vocational courses, and have survived the age-16 dropout plateau. However, students who fail the later test have less time for remediation in order to pass the test in grade 12 and graduate. Recommendations are made for early testing to serve as an "early warning" for those students most likely to fail the basic skills test and for remediation measures for those who fail early tests. Other recommendations for vocational education in New Jersey include open entry/open exit programs, mastery measured by competency rather than time spent, inclusion of basic skills in all vocational courses, and training for teachers in integrating reading, writing, and mathematics instruction in vocational courses. (KC)

ED 304 599   CG 021 471

Beymer, Lawrence; And Others
A Study of the Dropout Situation in the State of Indiana. A Report of an Investigation.
Indiana State Univ., Terre Haute. School of Education.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Apr 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; Counselor Attitudes; *Dropout Prevention; Dropout Programs; *Dropouts; *Principals; *School Counselors; Secondary Education; State Surveys; *Superintendents
IDENTIFIERS- *Indiana

This study examined official records on retention from the Department of Education to ascertain national and state status and trends of retention/dropouts. The records showed that since 1983 the retention rate has peaked and is beginning to decline. In this investigation of the dropout situation in Indiana, questionnaires were administered to and were returned by 135 out of 290 superintendents, 139 out of 145 secondary school principals, and 120 out of 145 secondary guidance personnel across the State of administered to 135 superintendents, 139 secondary school principals, and 120 secondary guidance personnel across the state of Indiana. Respondents gave their perceptions of the nature and scope of the dropout situation and voiced their opinions about various programs they were operating to address the dropout problem. Two out of three respondents estimated their local retention rate to be 80% or higher. Most respondents were undecided about the usefulness of raising the compulsory attendance age from 16 to 17. Most superintendents (57%), principals (69%), and counselors (63%) reported feeling that for the majority of dropouts, the school was better off after they left. Concerning dropout prevention strategies, the most support was found for school-based programs designed to keep students in school longer and for the development of "reconnect" programs for dropouts. Interviews were also conducted with 100 Indiana dropouts. Data from official records, school administrators and counselors, and from dropouts are presented in 33 data tables. Recommendations based on the study findings are listed. The questionnaire for educators, the interview schedule for dropouts, and a listing of schools by type are appended. (NB)

ED 304 673 CS 009 558

Lapp, Diane; And Others
Content Area Reading and Learning: Instructional Strategies.
REPORT NO.- ISBN-0-13-171372-8
PUB DATE- 89
NOTE- 426p.
AVAILABLE FROM- Prentice Hall, Prentice Hall Building, Englewood Cliffs, NJ 07632 ($32.67).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; Instructional Improvement; Literacy; *Reading Comprehension; Reading Programs; *Reading Skills; Reading Writing Relationship; Teaching Methods
IDENTIFIERS- *Content Area Teaching

This book offers strategies to help educators become increasingly effective in teaching various areas in content area reading and learning. The book includes the following chapters: "Content Area Reading: A Historical Perspective" (E. Dishner and M. Olson); "Content Area Reading: Current State of the Art" (T. Bean and J. Readence); "The Role of Reading in Content Area Instruction" (D. Schallert and N. Roser); "Understanding the Readability of Content Area Texts" (G. Klare); "Comprehension and Instruction in Learning from a Text" (H. Singer and S. Simonsen); "The Students: Who Are They and How Do I Reach Them?" (N. Marshall); "Instructional Strategies for Developing Student Interest in Content Area Subjects" (M. Haggard); "Context for Secondary Reading Programs: Students as Beneficiaries" (C. Smith); "Banish Fears and Sorrows in Beginning Secondary Teachers: Some Suggestions for Teaching Learning-disabled and Gifted Students" (B. Wong); "Bilingual Students: Reading and Learning" (E. Thonis); "The Content Area Teacher's Instructional Role: A Cognitive Mediational View" (L. Roehler and G. Duffy); "Real-World Literacy Demands: How They've Changed and What Teachers Can Do" (L. Mikulecky); "Teaching Secondary Science through Reading, Writing, Studying, and Problem Solving" (C. Santa and others); "The Role of Reading Instruction in the Social Studies Classroom" (B. Hayes and C. Peters); "Teaching the Reading of Literature" (R. Probst); "The Role of Reading Instruction in Mathematics" (J. Curry); "Reading and Writing in the Content Areas of Physical and Health Education" (L. Gentile and M. McMillan); "Teaching Content Area Vocabulary" (M. Graves and others); "Study Techniques That Ensure Content Area Reading Success" (D. Ogle); "Using Conceptual Mapping as an Effective Strategy in Content Area Instruction" (D. Lapp and J. Flood);

"Using Questioning Strategies to Promote Students' Active Comprehension of Content Area Material" (H. Anthony and T. Raphael); "The Significance of Prior Knowledge in the Learning of New Content-Specific Instruction" (P. Anders and C. Lloyd); "Ways of Activating Prior Knowledge for Content Area Reading" (A. Berger); "Thinking, Writing, and Reading: Making Connections" (A. Glatthorn); "Literacy, Learning, and Student Decision Making" (R. Tierney and J. O'Flavahan); "Using Computers Effectively in Content Area Classes" (C. Mathison and L. Lungren); "Text and Context in Content Area Reading" (R. Vacca and others); "A Cooperative Learning Approach to Content Areas: Jigsaw Teaching" (R. Slavin); "Assessment Instruments and Techniques Used by the Content Area Teacher" (R. Farr and others); "A Look Inside an Effective Content Area Program: Trends" (D. Alvermann); and "Theory Becomes Practice: One Program" (J. Barton and R. Calfee). (MS)

ED 304 687 CS 211 669

Ahlstrom, Amber Dahlin

Not So Easily Defined: Notes from a Natural-Process Expressionist Vitalist Process-Person Practitioner.

PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classification; *Educational Philosophy; Higher Education; Teaching Methods; *Writing Instruction; Writing Processes
IDENTIFIERS- *Practitioners; University of New Hampshire

According to Stephen M. North, most of the people in composition belong to a category he calls "Practitioners," so the description is not only applied to the University of New Hampshire (UNH). But if the instructors at UNH are most influenced by one person, it would be Donald Murray, and he is specifically listed as a Practitioner. It's interesting, too, that while reading North's book in a research methods course, the professor, new to UNH from Ohio State, said, "If every university has an identity with which its graduate students are associated, UNH's identity is intimately bound with Practitioners." Categorizations by their nature draw bold lines, sacrificing complexity for clarity. In recent books, North, James Berlin, and George Hillocks all set up a priori categories, and all list as representative of those categories specific people and their work. In the process they oversimplify and distort that work. When categories are set up their labeling serves not only to illuminate but to promote the favorite methods, modes and ideologies of certain authors--not on their intrinsic merits but at the expense of denigrating others. One suggestion is to be skeptical of categories which argue for a particular stance rather than clarify options. (RAE)

ED 304 703 CS 211 734

Ziegler, Alan
The Writing Workshop. Vol. 1.
Teachers and Writers Collaborative, New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
REPORT NO.- ISBN-0-915924-11-0
PUB DATE- 81
NOTE- 154p.; For volume 2, see CS 211 735.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square, New York, NY 10003 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; *Poetry; Teacher Student Relationship; Teaching Methods; Writing Instruction; Writing Processes
IDENTIFIERS- Writing Strategies; Writing Workshops

The first of two volumes, this book is primarily concerned with the teaching of creative writing at any grade level, although some ideas may not be applicable in teaching very young students. Although concentrating on the writing of free verse poetry and short "expressive" prose, much of the material presented can be applied to any writing, including essays. This volume discusses ways to turn the classroom into a writing workshop, the writing process, and the teacher's relationship with student writers. Chapters consist of: (1) Introduction; (2) The Writing Workshop; (3) Inspiration and the Unconscious; (4) The Writing Process; (5) Form and Content; (6) Revision; (7) Feedback; (8) Shop Talk; and (9) Workshop Products. Appendixes include case studies of four students and their writing experiences, and a set of guidelines for the visiting writer. (MM)

ED 304 718 CS 506 546

Crawford, Lyall
An Interpretive Approach to Human Communication Study.

PUB DATE- Feb 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Research; Data Analysis; *Data Collection; *Data Interpretation; *Research Design; *Research Methodology
IDENTIFIERS- *Interpretive Research

In order to consider the study of human communication from an interpretive perspective, this paper addresses two questions: (1) What count as data? and (2) What do data count as? The paper's first section reviews the 1977 Symposium issue of the Western Journal of Speech Communication to identify what constitutes legitimate human communication research according to prominent specialists in the field, and asserts that the "criteria for evidence" (what count as data) proposed in that issue are still widely accepted by human communication theorists and researchers. The paper's second section describes the interpretive approach as composed of three basic ideas (the researcher as the instrument of inquiry; the preeminence of humane considerations; and an ahypothetical study design) and finds a general consensus in the community of human communication specialists as to what count as data. The final section of the paper, dealing with the question "What do data count as?", makes the contrary case, contending that what data count as is more personal than consensual, and that this is consistent with the interpretive approach. The work of neuropsychologist Howard Gardner is used to demonstrate the impact of an individual (the researcher as the instrument of inquiry) on the manner in which the evidence of research is construed. Thirty references are attached. (SR)

ED 304 747 EA 020 720

Murray, Joseph T.
Implementing Change: Programs and Strategies That Work.
PUB DATE- Apr 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Busing; Compliance (Legal); Court Litigation; *Desegregation Methods; *Desegregation Plans; Elementary Secondary Education; Equal Education; Magnet Schools; Neighborhood Schools; Parent Participation; Participative Decision Making; Problem Solving; *Racial Integration; *School Desegregation; *School District Reorganization
IDENTIFIERS- *Buffalo Public Schools NY

In 1976, U.S. District Court Judge John T. Curtin issued a court order stating that the Buffalo Board of Education, the superintendent of schools, the commissioner of education, and the New York State Board of Regents were guilty of de jure segregation. This decision led to a complete restructuring of the instructional program and a racial and ethnic redistribution of Buffalo public school students. This document recounts the events leading up to Judge Curtin's historic court order, and the creative restructuring process that followed within the Buffalo public schools. The architects of the desegregation scheme provided two vital ingredients in each phase of the process: (1) inclusion of parents in the processes of developing, explaining, and selling; and (2) quality control to ensure that if a bus ride became necessary, something good--such as early childhood centers, magnet schools, or academies--was waiting at the other end. The plan was so successful that many parents with children in private schools reenrolled them in the public school system. The appendix includes charts and graphs showing student improvement 1983-87. (TE)

ED 304 762 EA 020 770

Class Size: What's the Story? A Research Brief.
Educational Service District 189, Mt. Vernon, Wash.
PUB DATE- Nov 87
NOTE- 5p.; Produced by the Research Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; *Class Size; Crowding; Elementary Secondary Education; Flexible Scheduling; Performance Factors; *Small Classes; *Student Attitudes; *Student Behavior; Teacher Student Ratio

This research brief reviews selected 1986 publications concerning the effects of class size on student achievement, attitudes, and behavior. The following points are made: (1) smaller classes in the lower grades have a positive effect on student learning attitudes and behavior; (2) minority, disadvantaged, and low-achieving students perform better in smaller classes; (3) lowering class size to 20 may have a positive effect on student learning, but lowering it only to 30 may not; and (4) while many positive results are believed to come from small classes, class size is but one of several variables affecting classroom climate and student achievement. (JAM)

ED 304 778 EA 020 800

Education: Key to Economic Growth: Recent Major Education Initiatives
in Support of Economic Development in New York State.

New York State Education Dept., Albany.

PUB DATE- Jan 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Economic Development; *Economic Opportunities; Economic Progress; Economics; *Educational Opportunities; *Educational Policy; *Educational Quality; Educational Research; Educational Trends; Elementary Secondary Education
IDENTIFIERS- *New York

This report describes major education initiatives in support of economic development in New York State. The report sketches the major changes taking place in New York State's economy and reviews the role of educational institutions in upgrading standards, retraining the state's labor force, and providing information and research services. It also describes initiatives that directly affect the availability of a skilled work force and activities that contribute to the long-term economic health of New York State. Initiatives by the governor and the legislature to enhance economic development through education in the following five areas are discussed: (1) youth programs; (2) adult programs; (3) access programs; (4) teacher preparation/professional development; and (5) institutional resources. Appended is a list of programs and contact persons responsible for education-related economic development initiatives. (SI)

ED 304 807 EC 212 297

Bryant, N. Dale; And Others
Basic Reading Skills. Volume 2. Research Review Series.
Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 79
NOTE- 63p.; For other volumes in this series, see EC 212 296-298.
CONTRACT- 300-77-0492
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; *Beginning Reading; Elementary Education; Instructional Effectiveness; Language Experience Approach; *Learning Disabilities; Learning Modalities; Multisensory Learning; Phonics; *Reading Difficulties; *Reading Instruction; *Reading Skills; Supplementary Education; *Teaching Methods

This research review on basic reading skills begins with an historical perspective on reading methods, followed by an overview of reading instruction methods for the general population. Research findings are presented on several instructional methods, including phonetic, linguistic, artificial orthography, basal reading, and language experience methods. Findings from the Cooperative Research Program, consisting of 27 coordinated studies of beginning reading, are also reported. The literature review then focuses on teaching learning-disabled children to read, describing several studies which compare instructional methods such as phonics versus other methods, phonics versus phonics (experimental materials), and the language experience approach versus other methods. The relative effectiveness of multisensory techniques is then analyzed, with discussions of theoretical foundations for use of visual auditory kinesthetic tactile (VAKT) techniques, challenges to these theories, and research results of VAKT's impact on word recognition and visual discrimination. In order to give a representative picture of the state of research, two reading method studies which lack control groups are described. Finally, investigations regarding the efficacy of various types of supplemental instruction for the learning-disabled child are reviewed, divided according to type of service provided: resource room programs; tutoring; and remedial reading clinics. (JDD)

ED 304 835 EC 212 530

Cawley, John; And Others
Arithmetic. Chapter Seven.

PUB DATE- 88
NOTE- 22p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algorithms; *Arithmetic; *Computation; Educational Practices; Elementary Secondary Education; *Mathematics Instruction; *Mild Mental Retardation; Models; *Number Concepts; Place Value; Set Theory; *Teaching Methods

Arithmetic programming for students with mild mental disabilities requires a comprehensive perspective that includes attention to curriculum, instruction, and appraisal. Arithmetic computation should not dominate educational programming, but should be included in ways that are functionally relevant and meaningfully presented within a framework of problem-solving and applied experiences. The teaching of counting depends on an understanding of two basic concepts, one-to-one and many-to-one relationships. Instruction in these areas can take place in the forms of arrangements, patterns, and sets. A scheme referred to as the Interactive Unit makes instruction both systematic and flexible by organizing instruction, with four instructor inputs (manipulate, display, say, write) and four learner behavior changes (manipulate, identify, say, write). Within the schemata of the Interactive Unit, the teacher can develop an unlimited number of instructional activities and accompanying materials. In the use of arithmetic algorithms, it is important that the teacher become familiar with a variety of algorithms and correct only errors rather than the student's performance style. Other recommended practices include presenting addition as a process of joining sets, and using expanded notation to numerically represent each place value position. Examples are provided to illustrate how these methods can be used in the classroom. Eight figures are included. (JDD)

ED 304 850 EC 212 545

Rothenberg, Julia Johnson
A Task-Analysis Program of Early Intervention: Eight-Year Outcomes.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual American Educational Research Association Meeting (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developmental Psychology; Followup Studies; *High Risk Students; Intervention; Kindergarten; *Learning Disabilities; *Learning Strategies; *Outcomes of Education; Primary Education; *Task Analysis
IDENTIFIERS- *Early Intervention

This study assessed long-term effects of an early education intervention for specific learning disabilities. Children at risk for learning problems were observed in classrooms performing analyzed tasks in five content areas: perceptual-motor, auditory, visual, cognitive, and social-emotional. Small-group instruction was then directed to the 37 at-risk kindergarten students, focusing on four categories of learning strategies: (1) attending to increasing numbers of items and sets, both visual and auditory; (2) remembering increasing numbers of items, both visual and auditory; (3) demonstrating knowledge of the meaning of the type of question asked (what, when, where, whom); and (4) sorting and categorizing at different levels of abstraction and in different perceptual modes. Immediate post-intervention results suggested that the task analysis intervention had been effective, when student performance was compared to a contrast group of 33 children. Results of an 8-year follow-up study indicated that the task analysis students continued to perform at achievement levels which were average or better for their age group, compared to the contrast group and a current cohort group. The intervention effects appeared to be most salutary upon children who were moderately at-risk. (JDD)

Olsen, Roger E.; McCall, Zaida
LEP/FEP Graduation Ratios.
PUB DATE- 11 Feb 89
NOTE- 16p.; Paper presented at the Annual Meeting of the California Association for Bilingual Education (Anaheim, CA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attainment; *English (Second Language); *High School Graduates; High Schools; *Language Proficiency; *Limited English Speaking; *Student Characteristics

A study examined the characteristics of 14 students entering the American school system as non-English-speaking adolescents, yet achieving the level of academic content learning and English language proficiency to earn a high school diploma. The subjects of the study were classified in grade 12 as speaking a language other than English at home and also as limited-English-proficient (LEP). These LEP students had entered the United States at an average age of 14 years 6 months, and entered the school system at an average age of 15 years 2 months. The population received English as a second language (ESL) and bilingual program services for an average of a little over seven quarters. All were fluent and literate in their first languages. The students achieved gains in English language proficiency and nearly a fifth-grade equivalency on three reading and basic skills tests. The LEP students graduated in almost the same proportion as fully English-proficient (FEP) students, and several LEP students required more than one additional year of high school to earn their diplomas. Other findings include: entry level placement may be associated with English language gains and academic achievement, and early and intensive ESL instruction may be more effective for non-English-speakers than for students who speak some English on arrival. (MSE)

ED 304 922 FL 017 879

Grosse, Christine Uber
The American Evolution of English for Specific Purposes.
PUB DATE- Apr 88

NOTE- 14p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; *Educational Trends; *English for Special Purposes; Foreign Countries; Higher Education; Second Language Instruction; Teaching Methods; Trend Analysis
IDENTIFIERS- Great Britain; United States

The historical background of the English for Specific Purposes (ESP) movement in the United States is recounted, and its relationship to contemporary trends in second language education is given. The ESP movement refers to the area of English-as-a-Second-Language education that focuses on the learner's purpose in acquiring the language, including English for Academic Purposes and Study Skills and recently, English for Teaching Assistants. The movement's early origins are traced to England in the 1920's with the initial growth surge of ESP course offerings occurring in the 1960's. Significant writings specifically on ESP and related developments in other fields of linguistics are reviewed, including aspects of sociolinguistic theory and practice, the evolution of a variety of language teaching approaches and methodologies, the use of authentic materials, integration of language and content instruction, special language needs of the workplace, and English language needs developing from rapid economic development in the Middle East. The reasons for differences between the British and American movements are examined briefly, and the form taken by the American movement when it caught on in the early 1980's is described. The growth, future prospects, and links of the ESP movement in the United States to trends in second language education are discussed. A brief bibliography is included. (MSE)

ED 304 542 CE 052 055

T.I.U. Adult Education Center Handbook.

Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Alumni Associations; *Ancillary School Services; Counseling Services; *High School Equivalency Programs; *School Orientation; *Testing
IDENTIFIERS- 310 Project; *General Educational Development Tests

This handbook provides students at the Tuscarora Intermediate Unit Adult Education Center with information about the General Educational Development (GED) test, staff, alumni association, programs and services, and rules and regulations. It provides a summary of Adult Center programs, lists rules, and contains practical information on location, emergencies, and schedule. The handbook also contains information on the Pennsylvania Association for Adult Continuing Education, resources and referrals, and the Job Training Office. These ancillary services are also described: counseling services, child care and transportation, tutors, and the Guidance Information System. The following information on the GED program is provided: eligibility for testing and for the diploma, history, attendance, schedules, GED test format, and descriptions of the various parts of the test. Other contents include information on graduation and the GED Alumni Association, questions from the students (with answers), student comments on the GED experience, and information on the staff. (YLB)

ED 304 570 CE 052 103

Cavazos, Lauro F.
Hearing on H.R. 7, a Bill To Extend the Carl D. Perkins Vocational Education Act. Statement of Lauro F. Cavazos, Secretary of Education, before the Subcommittee on Elementary, Secondary, and Vocational Education, House Committee on Education and Labor.
Department of Education, Washington, DC.

PUB DATE- 21 Mar 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Economic Development; *Educational Legislation; *Equal Education; *Federal Government; Federal Legislation; *Government Role; Hearings; Program Improvement; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Reauthorization Legislation

The Department of Education considers the Carl D. Perkins Vocational Education Act reauthorization one of the critical education issues facing the 101st Congress. This area is of the highest priority because of the importance of vocational education to the rejuvenation of U.S. education; to the educational aspirations of the poor, disabled, and other at-risk populations; and to the future competitiveness of U.S. industry. The Department proposes to maintain both of the historical components of the federal role in vocational education--educational equity and program improvement--and to make improvements in the act that will make it more likely for these important federal objectives to be achieved. These themes are means of achieving this goal: accountability for results, program simplification and enhanced flexibility, program improvement, and vocational education for economic development. (YLB)

ED 304 585 CE 052 129

Basic Respite Care. Instructor's Edition. Respite Care Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 918p.; For a related document, see CE 052 130.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. HO-1021).
LANGUAGE- English
EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Depression (Psychology); *Emotional Disturbances; Hyperactivity; *Inservice Education; Job Training; Learning Activities; Lesson Plans; Mental Health; Normalization (Handicapped); Postsecondary Education; Residential Care; *Respite Care; Staff Development; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- Oklahoma

This teacher's guide contains 12 units designed to help teachers/trainers provide basic training for respite care providers who may be working with emotionally disturbed persons. The format of the guide includes basic components that form a unit of instruction: objective sheet, instructor's guide, instructor's supplements, assignment sheets, procedure sheets, activity sheets, test, answers to test, and evaluation forms. The unit components focus on measurable and observable learning outcomes and are designed to be used in more than one lesson or class period. The 12 units cover the following topics: plan a career in respite care; explore legal issues; apply normalization principles; assist with social and personal awareness; develop communication skills; develop behavior management skills; perform emergency skills; move and position a client; use adaptive equipment; administer medications; obtain vital signs; and assist with daily living activities. (KC)

Lachance, Laurie
Alcohol and Drug Use among Adolescents. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; *Drinking; *Drug Use; Elementary Secondary Education; Identification; Incidence; *Prevention; *School Role; *Substance Abuse
IDENTIFIERS- ERIC Digests

This digest describes the incidence of alcohol and drug use among adolescents, the causes of substance abuse, and theories of sequential drug use. It discusses the role of the school in substance abuse prevention and intervention activities, providing several recommendations for planning prevention programs. (NB)

ED 304 763   EA 020 771

Rewarding Good Teachers. A Research Brief.
Educational Service District 189, Mt. Vernon, Wash.
PUB DATE- Jan 88
NOTE- 7p.; Produced by the Research Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Incentives; *Rewards; *Teacher Effectiveness; Teacher Employment Benefits; *Teacher Improvement; Teacher Motivation

According to research of the 1980's in the ERIC system and elsewhere, there seem to be three schools of thought about the most effective ways to reward good teachers and provide incentives for improving teacher performance. The schools of thought described include (1) intrinsic rewards only; (2) specific additional monetary rewards for specific performance; and (3) both extrinsic and intrinsic rewards. The types of "professional" or intrinsic incentives to which teachers respond positively are listed. Tennessee Governor Lamar Alexander's 10 prescriptions for rewarding good teachers are offered. Appended are 23 references. (SI)

ED 304 793 EA 020 827

Erlandson, David A.; Hoyle, John R.
Administrator Performance Evaluation: A Comparison of Two Measures in the Management Profile.
PUB DATE- Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Effectiveness; Administrator Evaluation; *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Job Performance; Leadership Responsibility; Management Development; Tables (Data); Videotape Recordings
IDENTIFIERS- *Management Profile

The Management Profile is an appraisal measure that examines the actual job performance of a manager to ascertain relative strength in six management functions and three leadership roles. The management functions examined are administration, technical competence, influence/control, persuasion, training/development, and forecasting/planning. The leadership roles examined are: evaluator, director, and motivator. This study examined relationships between two measures: the Perceived Performance Inventory (PPI) and the videotaped interview. The PPI looked at perceptions of six skill areas that were largely parallel to the six functions examined by the videotaped interview. The PPI identified the perceptions that different audiences have of an administrator's summarized performance. The videotaped assessment examined specific performances in specified areas and assigned ratings to them. Appended are (1) 10 references; (2) a management profile; and (3) eight data tables. (SI)

ED 304 821 EC 212 511

MacLeod-Gallinger, Janet
Secondary School Graduate Follow-Up Program for the Deaf. Fifth Annual Report, 1984.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 82p.; A product of the Division of Career Opportunities.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Career Choice; College Graduates *Deafness; Employee Attitudes; *Employment; Employment Level; Followup Studies; *High School Graduates; High Schools; Job Search Methods; *Occupations; Postsecondary Education; Salary Wage Differentials; Wages; Work Attitudes

The Secondary School Follow-Up Program provides a picture of the postsecondary activities and attainments of graduates of secondary schools for the deaf. Also provided is an ongoing look at graduates' activities for those classes graduating in 1963, 1973, 1979, 1981, and 1983. A total of 616 respondents completed questionnaires. Results indicate that deaf secondary graduates are pursuing postsecondary education at increasing rates. The percentages of graduates earning degrees generally, and in technical areas relating to business and computer science specifically, continue to rise. Greater percentages are reporting jobs in the "Managerial and Professional Specialty" group of occupations. Still, male graduates continue to be employed most often as operatives, and the majority of females are employed within the "Technical, Sales and Administrative Support" category. College graduates continue to have labor market advantages over other workers generally, with higher salaries, lower unemployment, and higher labor force participation rates. Labor force participation rates were improved over the previous annual survey, though the earnings discrepancy between respondents and workers nationally widened. Most common ways to find jobs were direct application or an interview with an employer. Respondents expressed positive feelings overall about their jobs. The appendixes provide a list of schools and programs in which students have enrolled and/or earned degrees, as well as the questionnaire. (JDD)

ED 304 865 EC 220 537

Thousand, Jacqueline S.; Villa, Richard A.
Accommodating for Greater Student Variance in Local Schools.
PUB DATE- Apr 89
NOTE- 29p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Practices; Elementary Secondary Education; *Heterogeneous Grouping; Inservice Teacher Education; Instructional Effectiveness; *Mainstreaming; Preschool Education; *Public Schools; *Teaching Methods; *Theory Practice Relationship

This conference paper identifies and describes practices which appear to be associated with successful schooling of students in heterogeneous groupings. Fundamental characteristics of heterogeneous public schools include actualization of the "zero reject" principle and implementation of exemplary educational practices from both general and special education. Instructional practices described include: outcomes-based instructional models, instructional practices utilizing peer power, cooperative learning models, effective use of homogeneous and multi-age groupings, redefining of school organizational structure, redefining of professional roles, and creating opportunities for collaboration. The staff of heterogeneous schools need to acquire common conceptual frameworks, language, and technical skills through inservice training. Areas of training could include collaboration, best educational practices, and use of the clinical supervision model. (JDD)

ED 304 528 CE 052 029

Volunteer Skills Portfolio. Passport to the Paid Workplace. Second Edition.
Association of Junior Leagues, Inc., New York, NY.
PUB DATE- 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Career Development; *Employment Interviews; *Job Search Methods; *Portfolios (Background Materials); *Resumes (Personal); *Self Evaluation (Individuals); *Volunteers

This portfolio is designed to help volunteers receive credit for the skills they have developed through their volunteer work and to transfer their experience to the paid workplace. The portfolio assists volunteers in keeping records about their experience and in thinking about obtaining a job. The first of the three chapters of the portfolio discusses assessment and planning, evaluating interests and skills and thinking about types of careers. Chapter 2 concentrates on putting together a personal portfolio. It includes instructions for creating a work experience and work samples file, education and training records, and resumes. Samples are included. The final chapter contains information about writing a resume, applying for college admission and credit, beginning a job search, and interviewing. An annotated bibliography is included, and an appendix contains forms for constructing a personal portfolio. (KC)

ED 304 613 CG 021 486

Lane, Theodore W.
School-Based Intervention Programs: A Social System Perspective.
PUB DATE- Aug 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Modification; *Delinquency; Elementary Secondary Education; *High Risk Persons; *Intervention; *Prevention; *School Activities

This report focuses on future directions in behavioral school-based interventions with delinquents. It begins by reviewing the theoretical relevance of school-focused interventions in delinquency prevention/intervention efforts and the behavioral school-based delinquency prevention/intervention programs reported in the literature to date. It looks at the associations between dropouts, school failure, and delinquency; delinquency and commitment to educational goals; and delinquency and school climate, organization, and intake practices. The review of programs discusses four series of studies assessing the impact of school-based behavioral programs on rates of delinquent behavior among high-risk individuals and examines studies designed to modify school processes, climate, or organization. Suggestions for future programs recommend that programs for high-risk students attempt to positively affect academic longevity and school success, involve more than one year of implementation, focus more on the middle school-high school transition, and identify sources of adequate, on-going funding. Programs to modify school processes are advised to take place over a multi-year time period, provide intensive staff training, give attention to generalization and maintenance issues, and identify and evaluate specific school processes regarding their appropriateness as modification targets. A service delivery model incorporating educational programming into a larger integrated service system for severely behaviorally and emotionally disturbed children and adolescents is described. Three pages of references are included; relevant charts and tables are appended. (NB)

ED 304 644 CG 021 519

Martin, June
The Sibling Bond. Sibling Conflict and Sexuality. Selected Papers, Number 57.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-58-8
PUB DATE- 82
NOTE- 18p.
AVAILABLE FROM- Arndell Children's Unit, Badajoz Road, North Ryde, N.S.W., Australia 2113 ($3.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Aggression; *Competition; *Family Relationship; Foreign Countries; *Sexuality; *Sibling Relationship; *Siblings
IDENTIFIERS- *Australia

Perhaps the most obvious feature of the relationship between siblings is its diversity. Sibling relationships differ from peer relationships because of their frequency and amount or interaction; the durability of the relationships; the existence of prescribed roles; accessibility; and the degree of common experience. Conflict between siblings in early childhood may be rivalrous, but it is more productive to emphasize the learning to handle conflicts in the very early years. Affection, reassurance, and companionship are frequently but not always concomitants of conflict in the preschool years. Sibling rivalry does not disappear in middle childhood, although these children increasingly have friends who are important to them and have an arena other than the family in which to establish themselves. In adolescence, sibling relationships are powerfully influenced in the areas of achievement and success; sexuality and beauty; and social relations with peers, outsiders, and other siblings. It is during late childhood and adolescence, when the forging of adult sexual identity becomes a primary task, that siblings have the greatest influence on one another. Although the parents play the primary role in influencing the child's sexual identity, siblings can have some effect on how the individuals complete their development. Relationships between siblings can be considered dysfunctional when they prevent the developmental progress of the children or interfere with family functioning consistently over a long period. Intervention and non-intervention in sibling disputes by parents both have their problems. The best results occur when parents are at ease with their own sexuality, have a good sexual relationship and keep communication channels open. (ABL)

ED 304 658 CS 009 537

Miller, Richard E.

Teaching Freire and Testing Hirsch: Bringing Literacy into the Classroom.

PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Back to Basics; Cultural Context; *Definitions; Educational Change; *Educational Philosophy; Freshman Composition; Higher Education; *Literacy; Student Reaction; Teaching Methods

IDENTIFIERS- Cultural Literacy; Freire (Paulo); Hirsch (E D)

There is indeed a literacy crisis, but this crisis needs to be reconceived as a crisis in definition. Paulo Freire and Donaldo Macedo's book "Literacy: Reading the Word and the World" can be used to refute E. D. Hirsch's arguments as presented in his "Cultural Literacy: What Every American Needs to Know," but this kind of response results in the expenditure of valuable institutional time and space on comparatively inessential questions. The crisis is not that students are somehow suddenly inferior or that the curriculum is somehow suddenly debauched, but that the dominant definition of literacy and the pedagogy that accompanies that definition imagine reading to be only an act of consumption, of taking in information. The literacy crisis is that the current definition of literacy and the pedagogy that drives this definition do not consider reading and writing as acts of production as well as consumption, as acts of making meaning as well as taking in meaning. What the pedagogy that promotes a definition of literacy as the production and consumption of text would look like in the classroom is illustrated by a student paper and a class discussion of an assigned essay. (A figure is attached.) (RS)

ED 304 733 CS 506 584

Engen, Barbara; Campbell, Joy

"The Taming of the Shrew." A Play Packet To Accompany "Elementary, My Dear Shakespeare."

REPORT NO.- ISBN-0-922947-03-1
PUB DATE- 88
NOTE- 41p.; See CS 506 585-586 for other plays in the series, and CS 506 583 for the sourcebook "Elementary, My Dear Shakespeare."
AVAILABLE FROM- Market Masters Books, P.O. Box 151066, Salt Lake City, UT 84115 ($10.45 including postage; 2 for $18.00; 3 for $23.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Drama; Dramatics; Elementary Education; *Elementary School Students; Teacher Developed Materials
IDENTIFIERS- Drama in Education; *Shakespeare (William)

Intended for use by elementary school teachers as a supplement to the book, "Elementary, My Dear Shakespeare," or for use by itself to produce one Shakespeare play, this play packet contains ready-to-reproduce materials for the production of "The Taming of the Shrew." Materials include: staging suggestions for scenery, props, lighting, and costumes; a short summary of the play; a vocabulary matching sheet, games, and puzzles; a color page; and a script of the play. Since students may have difficulty memorizing hundreds of lines, the packet also adds narrators' parts to the script, keeping the story's continuity intact while reducing the burden of memorization of large parts by principal characters. (SR)

ED 304 748 EA 020 721

Casanova, Ursula; Heisinger, Dolores
Classroom Teachers and Original Research: Natural Partners.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Classroom Research; *Educational Research; Elementary Secondary Education; *Inservice Teacher Education; Resource Materials; Staff Development; Teacher Effectiveness; *Teacher Improvement

This report discusses "Readings in Educational Research," a project that resulted from a discussion of the 1986 professional development staff of the Washington Education Association, who showed an interest in bringing teachers closer to the research process and their own professional development. The difficulties of using educational research as a resource for teachers are reported. The format and process of the project are similar to the "Great Books" process where teachers read previously prepared research materials that are topic centered. The pilot process involved recruiting a small number of classroom teachers to serve as facilitators of research study groups. Evaluation of the pilot study included the use of a pre-post questionnaire designed to focus on participant attitudes toward reading research and collegial learning. (SI)

ED 304 779 EA 020 801

Richards, William T.
Seat Belts in School Buses: A Study by the Wisconsin Department of Public Instruction Prepared for the Wisconsin Legislature: S.B.7. Bulletin No. 9078.
Wisconsin State Dept. of Public Instruction, Madison. Div. for School Financial Resources and Management Services.
PUB DATE- 1 Jul 88
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bus Transportation; Educational Research; *Restraints (Vehicle Safety); *School Buses; Statistical Data; Student Transportation; *Traffic Safety
IDENTIFIERS- *Wisconsin

The hypothesis of this study was that installation and use of seat belts in all large school buses are needed to prevent injuries and deaths to children in accidents as a result of no seat belts. Basic questions and summary arguments for and against the use of seat belts are listed. An analysis of research studies done on seat belts in school buses is included as well as various positions taken by other states, agencies, and research groups. Summary findings conclude that after 20 years of numerous studies of this issue there appeared to be no consensus among interested individuals and groups. Appendixes include: (1) a table of school bus accident data for Wisconsin; (2) 12 letters regarding views on the seat belt issue by senior officials of research and education institutes; (3) an article ("Lap Belts Fail to Reduce School Bus Passenger Injuries"); and (4) Wisconsin Briefs: LRB-86-WB-7 and LRB-87-WB-4. (SI)

ED 304 851 EC 212 546

Haney, Colleen; Quinlisk-Gill, Susan
Monitoring Change Through the Augmentative Communication Profile.
PUB DATE- 25 Oct 88
NOTE- 49p.; Paper presented at the Biennial Conference of the International Society for Augmentative and Alternative Communication (Anaheim, CA, October 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; Elementary Secondary Education; Evaluation Methods; *Needs Assessment; Sensory Aids; *Skill Analysis; *Student Evaluation
IDENTIFIERS- *Augmentative Communication Systems

The Augmentative Communication Profile (ACP) was developed as a tool for monitoring change with students using augmentative communication. The ACP helps teachers and therapists describe the student's present proficiency in augmentative/alternative communication use, analyze the present system's strengths and weaknesses, identify factors necessitating changes, and provide suggestions for individual educational prescriptives for students. The ACP consists of a 64-item questionnaire divided into six components: (1) description of the student, (2) description of the student's vocabulary and communication set, (3) vocabulary development, (4) the communication system, (5) communication interaction, and (6) the listening/communication partner. The document also includes a revised ACP form, a 21-item reference list, charts, and score sheets. (JDD)

ED 304 894 FL 017 851

Han, H'tein
Towards a More Realistic Business Curriculum.
PUB DATE- Apr 88
NOTE- 9p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Course Content; Course Descriptions; *Curriculum Development; *Field Instruction; Foreign Countries; Higher Education; International Trade; *Relevance (Education); Theory Practice Relationship
IDENTIFIERS- *La Verne College CA; *Pacific Rim

A college business course focusing on the opportunities, issues, problems, and challenges of doing business with companies in the Pacific Rim region is described. The course has two major components: classroom learning and field study. The classroom component includes reading large quantities of materials that relate to economies of the Pacific Rim region and its component countries. Topics covered include trade and investment opportunities and business etiquette, ethics, and practices. Each student chooses a research paper topic that emphasizes applied techniques and relies heavily on primary data about a company. A field study tour of Japan, Korea, Taiwan, Hong Kong, and the People's Republic of China follows the completion of the research papers. Visits to a number of diverse companies are included in the study tour. The field experience clarifies and supplements many of the earlier readings, and excites and motivates many students. Papers written by students after their return to the United States illustrate the value of close attention to the relationship between theory and practice. Similar courses focusing on other geographic areas are planned. (MSE)

ED 304 908 FL 017 865

Martin, Anne V.
Bridging Language: Meeting the English Needs of International Professionals.
PUB DATE- Apr 88
NOTE- 13p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Business Communication; Educational Needs; *English (Second Language); Forestry; *Form Classes (Languages); Language Proficiency; Language Skills; *Professional Occupations; Second Language Instruction; *Technical Writing; *Vocabulary; Writing Skills
IDENTIFIERS- *Bridging Vocabulary

A discussion of the language problems encountered by professionals working overseas and of how to meet the English language needs of these individuals draws on analyses of native-speaker discourse and on excerpts from non-native-speakers' writing about professional subjects. The topics of the excerpts include management, technology, and forestry. The discussion of the English language needs of this group focuses on vocabulary development, and a framework for isolating and identifying overlooked elements that bridge non-technical and technical vocabulary is presented. Types of bridging vocabulary identified include: (1) transitions (grammatically non-essential expressions that express relationships between ideas); (2) adjectives and adverbs that add evaluative comment or a sense of time, magnitude, quantity, or quality; (3) phrases, particularly noun phrases and some prepositional phrases; and (4) verb structures and their subsets. Bridging vocabulary is not discipline-specific, although some forms of bridging vocabulary may be more prevalent in some fields than in others. Analysis of written non-native-speaker texts indicates that high-intermediate to advanced English learners initially tend to control technical and general vocabulary and then, with difficulty, to use bridging vocabulary. It is concluded that language training for international non-native-English-speaking professionals should address bridging vocabulary. (MSE)

ED 304 556 CE 052 082

Planning Strategies for the Unemployed in WRNAFE. Development Planning in NAFE. Bulletin No. 9.

Further Education Unit, London (England).

PUB DATE- Oct 88
NOTE- 6p.; For a related document, see CE 051 939.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; Foreign Countries; *Institutional Cooperation; *Job Training; Postsecondary Education; *Program Development; *Program Improvement; *Unemployment
IDENTIFIERS- Great Britain

This bulletin reports the outcome of a short study that investigated the issue of work-related nonadvanced further education (WRNAFE) opportunities for the unemployed, reviews planning strategies for the unemployed, and examines the practices observed in a small selection of local education agencies (LEAs) in Great Britain. Various plans for meeting the needs of the unemployed are summarized, with emphasis on response to community needs, the multiagency approach, flexible programs, staff development, and methods of monitoring and evaluation. Recommendations are made for LEAs, including drawing on a variety of experts' skills, making a comprehensive study of the nature of unemployment, increasing participation by situating training sites near areas of need, taking a multiagency approach, making programs more flexible, and taking a team approach to evaluation of programs for the unemployed. (KC)

ED 304 688 CS 211 678

DiPardo, Anne
Narrative Knowers, Expository Knowledge: Discourse as a Dialectic. Occasional Paper No. 6.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89

NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Expository Writing; Higher Education; *Narration; Personal Narratives; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Rhetorical Theory; Text Factors; Writing Assignments

The best thinking and writing is at once personal and public, both infused with private meaning and focused upon the world beyond the self. The goal of writing teachers is to help students learn to negotiate between the two, to locate those dynamic points of connection where experience gives rise to inquiry. Notwithstanding the often eloquent dissent of those favoring the personal narrative, most composition instructors locate the center of their task in promoting facility with academic writing in all of its various guises, a goal which leads of necessity toward the expository. Such a focus diverts attention away from the narrative form, denying a clear vision of how it continues to mature and how it might also help nurture both the beginnings and development of expository competence. Western culture's bias toward such "decontextualized" prose is powerfully reflected in a provocative essay by David Olson in which he delineates the relation of meaning to language as either "extrinsic," as in an oral "utterance," or "intrinsic," as in a written "text." As the world of ideas is mixed with the students' own lives and the stories they tell, the objective is brought into the world of personal meaning. Egocentricity is overcome, but not at the cost of subjective involvement. What is needed is not only a deeper appreciation of the poles of the continuum, but an understanding of the dialectic they can form together--how it informs the whole of cognition, and how it can inform the teaching of writing. (One hundred thirty references are attached.) (RAE)

ED 304 704 CS 211 735

Ziegler, Alan
The Writing Workshop. Vol. 2.
Teachers and Writers Collaborative, New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; New York State Council on the Arts, New York.
REPORT NO.- ISBN-0-915924-07-2

PUB DATE- 84
NOTE- 252p.; For volume 1, see CS 211 734.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; Elementary Secondary Education; *Poetry; Teaching Methods; Writing Instruction
IDENTIFIERS- *Writing Assignments; Writing Workshops

The second of two volumes, this book is primarily concerned with the teaching of creative writing at any grade level, although some ideas may not be applicable to teaching very young students. This volume focuses on how to generate writing assignments, and while it is designed for classroom teachers, it can also be used by individual writers. Following a brief introduction, the book is divided into four sections: (1) "About Assignments," including assignment strategies, assignment making, and assignment presenting; (2) "Openers," describing 10 activities geared for quick success to help the writing workshop get off the ground in a non-threatening way; (3) "Orientations," focusing on the various "places" where writers find ideas; and (4) "A Catalogue of Assignments," presenting 60 writing assignments. (MM)

ED 304 719   CS 506 549

Aitken, Joan E.
Using Q Technique in Teaching Humanities: Including a Student Designed Q-Sort on the Effects of Alcohol Use on Communication.
PUB DATE- 21 Apr 89
NOTE- 34p.; Paper presented at the Annual National Association for Humanities Education (Kansas City, MO, April 21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Research; Higher Education; *Humanities Instruction; *Interpersonal Communication; *Q Methodology; Speech Communication; Statistical Analysis; Student Research; Teaching Methods
IDENTIFIERS- *Intrapersonal Communication; Intrapersonal Skills; *Q Statistic; Students as Subjects

Instructional applications of Q methodology (a set of procedures that can be used in studying the subjective nature of things) provide a means for teaching communication skills, analyzing thinking patterns, making comparative analyses, and structuring intrapersonal processes. Taking the best from quantitative and qualitative research methods, Q-Technique provides a new and creative approach to interdisciplinary teaching. The method seems particularly suited to humanities education by providing a means for students to formulate a Q-Sort based on content from many different fields. By using Q-Methodology, students can even test theories in the field they are studying to see if their thinking processes support the theories. Two major ways that the Q-Technique can be used in teaching the humanities involve students or the teacher compiling a list of statements for a Q-Sort using literature as the source of statements and compiling a list of statements for a Q-Sort using interviews. Anyone using a Q-Sort should consider the various discussions about the advantages and statistical soundness of using a structured Q. (A sample study conducted by students in a communication class on the effect of alcohol use on interpersonal communication is included; 25 references and 2 appendixes containing a questionnaire for a Q-Sort of the effects of alcohol use on interpersonal communication and the Q-Sort are attached.) (RAE)

ED 304 808 EC 212 298

MacGinitie, Walter H.; And Others
Reading Comprehension II. Bibliographies and Summaries of Selected Articles. Volume 6. Research Review Series.

Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 79
NOTE- 115p.; For volumes 1 and 2, see EC 212 296-297.
CONTRACT- 300-77-0492
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Artificial Intelligence; Cognitive Processes; Educational Diagnosis; Elementary Secondary Education; Handicap Identification; Instructional Effectiveness; *Language Skills; *Learning Disabilities; Linguistics; Memory; *Reading Comprehension; *Reading Difficulties; Reading Instruction; Schemata (Cognition); Student Evaluation; Teaching Methods

Summaries of several papers are presented to develop a working theoretical analysis of reading comprehension and an understanding of development in language comprehension based upon empirical studies. Contributions from the areas of assessment, artificial intelligence, cognition (including schema theory), instruction, linguistics, learning disabilities, and memory are included. Articles summarized include, among others: "Failures to Comprehend and Levels of Processing in Reading" (M. Adams); "Schemata as Scaffolding for the Representation of Information in Connected Discourse" (R. Anderson et al.); "Perceptions, Thought, and Language" (T. Bever); "Children's Comprehension of Between- and Within-Sentence Syntactic Structures" (J. Bormuth et al.); "Defining Language Comprehension: Some Speculations" (J. Carroll); "Creativity in Verbalization and Its Implications for the Nature of Stored Knowledge" (W. Chafe); "Maintenance and Control in the Acquisition of Knowledge from Written Materials" (L. Frase); "Semantic Processing Units in Understanding Text" (C. Frederiksen); "On Relational Meaning: The Acquisition of Verb Meaning" (D. Gentner); "Toward a Functional Theory of Discourse" (R. Hurtig); "Comprehension and Recall of Text as a Function of Content Variables" (W. Kintsch et al.); "Remembrance of Things Parsed: Story Structure and Recall" (J. Mandler); and "The Organization of Prose and its Effects on Memory" (J. Meyer). (JDD)

ED 304 836 EC 212 531

Mercier, Nan; Jensen, Susan Davison
Art. Chapter Eight.
PUB DATE- 88
NOTE- 12p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Art Education; *Curriculum Development; Educational Practices; Elementary Secondary Education; *Mainstreaming; *Mental Retardation; Skill Development; *Special Classes; *Teaching Methods

This paper addresses ways in which regular art teachers can effectively serve students with mental disabilities and ways in which administrators can guide their districts regarding integrated situations in art education. A rationale is offered for including art education in the education of students with mental disabilities. Factors to be considered when determining whether to offer art in integrated or self-contained classes are discussed. Best practices are presented for teaching art; these practices include the teaching of art for the development of functional skills, for the development of a positive self-concept, for development of spatial intelligence, for aesthetic value, and as a leisure time activity. Also included is a list of goals for an art education program and planning strategies for development of an art curriculum. (JDD)

ED 304 880 FL 017 837

Vargas, Arturo
Illiteracy in the Hispanic Community. Revised.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE- Nov 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Literacy; Adult Students; *Educational Needs; Employment Potential; *Federal Programs; *Hispanic Americans; *Illiteracy; Language Proficiency; Limited English Speaking; *Literacy Education; Models; Program Development; Program Effectiveness

Studies show Hispanics to have substantially higher rates of illiteracy than any other major population group in the United States. Illiteracy is one of a number of language problems for this population; other problems include limited oral English proficiency and native language illiteracy. Hispanics drop out of school in higher numbers and leave school earlier than any other population group. Illiteracy seriously hinders Hispanics' ability to become full participating members of society by limiting employment opportunity and access to other societal privileges. Current federal efforts to address the problem are inadequate in size and ineffective in reaching this population segment. Programs that have been effective are generally community-based, but there is inadequate funding for such efforts. To meet the literacy education needs of the United States, present activities must be expanded and must better target limited-English-speaking adults. (Author/MSE)

ED 304 923 FL 017 880

Dugan, J. Sanford
Standardized Tests as an Alternative to the Oral Interview.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 88
NOTE- 14p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; French; Higher Education; *Language Proficiency; *Language Tests; Listening Skills; Second Language Instruction; Speech Skills; *Standardized Tests; *Test Theory
IDENTIFIERS- ACTFL ETS Oral Proficiency Interview; Modern Language Association; *Oral Proficiency Testing

A study compared the results of administration of the American Council on the Teaching of Foreign Languages/Educational Testing Service (ACTFL/ETS) oral proficiency interview and those of two laboratory-administered Modern Language Association tests, one in the listening mode and one in the speaking mode. The comparative study was undertaken to determine whether a more rapidly administered procedure than the oral interview would give similar results. College students of French at varying levels took all three tests and were surveyed afterward for their reactions to them. Preliminary results indicate a moderate correlation between the two MLA tests and the oral interview, suggesting that in some circumstances, these tests might be used to replace the interview. It was also noted that while the MLA listening test is more efficient, some problems of interpretation must be addressed. Results of the student preference survey are still being analyzed. An alumni questionnaire of language background is appended. (MSE)

ED 304 543 CE 052 056

Molek, Carol

GED Alumni Stretch and Reach. Final Report.

Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 27 Jun 88
NOTE- 136p.
AVAILABLE FROM- AdvancE, Pennsylvania Dept. of Education Resource Center, 333 Market St., P.O. Box 911, Harrisburg, PA 17126-0333.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Alumni; *Alumni Associations; Guides; *High School Equivalency Programs; *Program Development; Program Implementation; Public Relations
IDENTIFIERS- 310 Project; General Educational Development Tests

This report and reference booklet is designed to provide adult education supervisors, instructors, and General Educational Development (GED) students and alumni with information to establish GED alumni associations as part of the adult basic education program. The final report details the GED Alumni Stretch and Reach project, which was proposed to expand local GED alumni group activities in the Central Pennsylvania region. Information is provided on administration, objectives, public relations, coordination and dissemination, and evaluation. These types of project activities are described: alumni association meetings, development of a presentation, three workshops, a regional alumni meeting, public seminars, and development of an alumni exchange. The reference booklet contains information on how to develop an alumni group. It discusses development, organization, recruitment, and retention of a GED alumni association and describes GED alumni activities and projects in three major areas: community service, center support, and personal development. Appendixes include copies of "Never Too Late," the alumni association newsletter. (YLB)

ED 304 571 CE 052 104

Schwartz, Mark
Vocational Education Statistical Data Plans and Programs.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 18p.; Appendixes contain small/blurred print. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Data Analysis; *Databases; *Data Collection; Diffusion (Communication); *Information Dissemination; Postsecondary Education; Secondary Education; *Statistical Data; *Vocational Education

This document provides information on the Data on Vocational Education (DOVE) plan, which has provided the National Center for Education Statistics (NCES) with a framework on which a viable data collection and dissemination program is being constructed for vocational education. A section on the status of DOVE discusses the attainment of the principal goal of designing a method for deriving vocational education information from the NCES data sets and viewing vocational education in the context of all education. Recent and anticipated accomplishments are described. Descriptions follow of NCES data sets with vocational information. Appendix A is a "by-acronym-and-name" overview of NCES data sets with vocational education information. Each data set is identified as capturing data in either the secondary or postsecondary arena. Appendix B provides a more detailed description of the NCES data sets or supplements to the data sets with vocational statistics. Appendix C frames the NCES data effort by categories of educational information (e.g., institutions, enrollment, teachers). Appendixes D and E are linked together to describe the publications, current and projected, that have been generated from the NCES data sets. Appendix D contains a cross-reference for current NCES publications only keyed to the data sets; appendix E is the publications list. (YLB)

ED 304 586 CE 052 130

Advanced Respite Care for Emotionally Disturbed. Teacher Edition. Respite Care Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 101p.; For a related document, see CE 052 129.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. HO-1022).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; Depression (Psychology); *Emotional Disturbances; Hyperactivity; *Inservice Education; Job Training; Learning Activities; Lesson Plans; Mental Health; Postsecondary Education; Residential Care; *Respite Care; Staff Development; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- Oklahoma

This unit is designed to help teachers/trainers provide training for respite care providers who may be working with emotionally disturbed persons. The format of the guide includes basic components that form a unit of instruction: objective sheet, instructor's guide, instructor's supplements, information sheet, student supplements, activity sheets, test, and answers to test. The unit components focus on measurable and observable learning outcomes and are designed to be used in more than one lesson or class period. This unit covers three objectives: (1) define terms associated with the care of emotionally disturbed persons; (2) name characteristics of emotional disorders; and (3) describe appropriate behavior management techniques. (KC)

ED 304 600 CG 021 472

Austin, Gregory
Prevention Research Update. No. 1.
Northwest Regional Educational Lab., Portland, Oreg.; Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 88
NOTE- 20p.
CONTRACT- S188A80003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Adolescents; *Drinking; *Drug Abuse; Elementary Secondary Education; *Peer Influence; *Prevention; Research; School Activities; *State of the Art Reviews

This research update begins with a review of research on adolescent drug use and its prevention. The research reviewed illustrates the complexity of the problem and of the many variables that may affect outcome. The review suggests that a social influences approach to drug prevention that focuses on preventing the initiation of use by reducing the influence of peer pressure will have limited effectiveness by itself, especially with alcohol. It suggests that more attention must be given to problem users and to reducing underlying behavioral problems, and that prevention efforts must begin earlier than junior high school. It notes that prevention efforts effective for one drug may not be effective for another and that prevention of alcohol drinking among adolescents poses a whole set of different problems from tobacco or illicit drug use. Finally, the research reviewed suggests that school-based programs rooted in psychosocial principles can be successful, and that credible information dissemination can have a positive impact. Broader action on the community level is urged. Following the review are abstracts of 12 studies, all published in 1988, which deal with the evaluation of curricula and school-based drug prevention programs, correlates and consequences of adolescent drug use, or surveys of attitudes and perceptions concerning drug use. Abstracts are arranged alphabetically by the first author's last name. Studies abstracted appear in boldface type in the review section of the report. References to other documents cited in the review follow the abstracts. (NB)

Mosser, John W.
Issues and Trends in Career Planning and Placement. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Planning; *Computer Oriented Programs; *Marketing; *Placement; *Population Trends; Trend Analysis; Videotape Recordings
IDENTIFIERS- ERIC Digests

This digest discusses five major issues and trends that significantly affect career planning professionals: (1) changing demographics; (2) the increasing role of computers in career planning; (3) a new orientation to international employment; (4) video tape technology; and (5) an increased emphasis on marketing. (NB)

ED 304 734 CS 506 585

Engen, Barbara; Campbell, Joy
"Romeo and Juliet." A Play Packet To Accompany "Elementary, My Dear Shakespeare."
REPORT NO.- ISBN-0-922947-02-3
PUB DATE- 88
NOTE- 40p.; See CS 506 584 and CS 506 586 for other plays in the series, and CS 506 583 for the sourcebook "Elementary, My Dear Shakespeare."
AVAILABLE FROM- Market Masters Books, P.O. Box 151066, Salt Lake City, UT 84115 ($10.45 including postage; 2 for $18.00; 3 for $23.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Drama; Dramatics; Elementary Education; *Elementary School Students; Teacher Developed Materials
IDENTIFIERS- Drama in Education; *Romeo and Juliet; *Shakespeare (William)

Intended for use by elementary school teachers as a supplement to the book, "Elementary, My Dear Shakespeare," or for use by itself to produce a Shakespeare play, this play packet contains ready-to-reproduce materials for the production of "Romeo and Juliet." Materials include: staging suggestions for scenery, props, lighting, and costumes; a short summary of the play; a vocabulary matching sheet, games, and puzzles; a color page; and a script of the play. Since students may have difficulty memorizing hundreds of lines, the packet also adds narrators' parts to the script, keeping the story's continuity intact while taking the burden of memorization of large parts from principal characters. (SR)

ED 304 764 EA 020 772

Anderson, Mark E.
Inducting Principals: How School Districts Help Beginners Succeed.
Oregon School Study Council, Eugene.
PUB DATE- Oct 88
NOTE- 63p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; $2.00 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Administrator Effectiveness; Administrator Selection; Elementary Secondary Education; Instructional Leadership; *Leadership; *Principals; *School Administration

This monograph focuses on beginning principals and the changes Oregon school districts are making in the induction process of new principals. Chapter 1 summarizes current research and theories that describe the socialization process of newcomers and the problems of becoming a school leader. Chapter 2 examines the current induction process. Chapter 3 presents examples of promising programs and activities that may help administrators exert effective leadership. Chapter 4 highlights the induction strategies that two Oregon districts (North Clackamas and Beaverton) use to induct principals. Chapter 5 examines induction programs in medium and small school systems and features a collegial observation and support program coordinated by the Northwest Regional Educational Laboratory in which the Sandy, Estacada, and Reynolds School Districts involve their principals. The final chapter summarizes effective induction activities and offers recommendations for improvement. Appended are 30 references and a list of 26 persons who were interviewed. (SI)

ED 304 794 EA 020 832

The Status of the Curriculum in the Public Schools as Reported by the State Board of Education. Submitted to the Governor, Lieutenant Governor, and the Seventy-First Texas Legislature, 1987-88.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.

REPORT NO.- TEA-FS9-370-03

PUB DATE- Jan 89

NOTE- 19p.

AVAILABLE FROM- Publications, Texas Eduction Agency, 1701 North Congress Avenue, Austin, TX 78701 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Educational Change; *Educational Legislation; Educational Quality; Elementary Secondary Education; *General Education; *Public Schools; Student Evaluation; Teacher Education; Textbook Selection; *Vocational Education

IDENTIFIERS- *Texas

This report describes the implementation of House Bill 246 (HB 246) passed by the 67th Texas Legislature as part of the response to education reform legislation. The State Board of Eduction is required to report on the status of the curriculum in the public schools 30 days prior to each legislative session. The report covers activities on the part of the state regarding curriculum issues from December 1986 to December 1988. Included is an overview of the current status of the curriculum for both general and vocational education. The status of general education is reviewed in the areas of requirement changes, textbook adoption, student assessment, teacher preparation, and curriculum materials development. In vocational education, reviewed areas are: Master Plan adoption, curriculum changes, textbook adoption, teacher preparation, and curriculum materials development. Appended is Section 21.101 (Required Curriculum) of the Texas Education Code.

(SI)

ED 304 822 EC 212 512

Hestick, Henrietta
Roles and Functions of the Psychologist in Special Education.
PUB DATE- Nov 87
NOTE- 21p.; Paper prepared For the U.S. Criminal Justice Exchange to the People's Republic of China (November 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consultation Programs; *Correctional Education; Counseling; *Disabilities; Placement; Psychological Evaluation; Role Perception; *School Psychologists; Secondary Education; *Special Education

The paper, intended for a Chinese audience, examines roles and functions of the school psychologist in special education in the United States in the context of federal and state (Maryland) legislation and in correctional institutions. Some of the minimum roles of the school psychologist are to serve on the preplacement team, conduct student assessments, provide assessment information, and participate in student evaluation and program planning on the evaluation team. Additional roles may involve crisis intervention and consultation. Obstacles to the expansion of the school psychologist function include lack of training in specific skill areas and the large amount of time required by the assessment function. The role of the school psychologist in correctional institutions is additionally hampered by the need for security; the high numbers of disabled youth, particularly learning disabled youth, in corrections; the lack of adequate staff; and the lack of continuity in staff. (DB)

ED 304 866 EC 220 538

Kukic, Stevan J.; Fister, Susan
Effective Leadership for Supervisors: Behaviorally Anchored
  Supervision System.

PUB DATE- 3 Apr 89
NOTE- 19p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Instructional Effectiveness; Models; *Special Education Teachers; *Supervision; Teacher Effectiveness; *Teacher Evaluation; *Teacher Supervision; Theory Practice Relationship
IDENTIFIERS- *Behaviorally Anchored Supervisor System; *Effective Schools Research

The paper describes the Behaviorally Anchored Supervision System (BASS), an approach to supervision in special education based on the definition of effective instruction developed by the Council for Exceptional Children in 1986. A comprehensive model for excellence in special education is based upon the following four elements: values, organization/structure, tools, and support. Values must focus on each student. Suggested questions to guide the structure of effective programs are outlined. Tools are abstracted from the literature on effective schools and pinpoint effective classroom characteristics and practices, school characteristics and practices, and district characteristics and practices. Support must be attitudinal, structural, and supervisory. The special education supervisor fulfills five roles: advocate, facilitator/trainer, policymaker, monitor/evaluator, and program manager. The supervisor must have competencies in the areas of interpersonal relations, knowledge base, modeling, inservice, and facilitation. The BASS supervision system has content based on sound teaching principles, a format which allows for feedback, and a process which ensures fairness. The BASS process consists of eight steps in four phases: (1) preparation, (2) data collection, (3) data analysis and synthesis, and (4) interpretation of data for teacher improvement. (DB)

ED 304 529 CE 052 032

Lemons, C. Dale
Technology Education: A Kansas Curriculum Development Project.
PUB DATE- 4 Dec 88
NOTE- 10p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Course Content; *Curriculum Development; Educational Improvement; Futures (of Society); *Industrial Arts; Instructional Materials; Integrated Curriculum; Postsecondary Education; Secondary Education; Teacher Education; Technological Advancement; *Technological Literacy

A project was conducted to develop an articulated technology education curriculum for middle school/junior high school, high school, and teacher education levels in Kansas, based on the successful program developed at Pittsburg Middle School, Pittsburg, Kansas. Through a series of two-day meetings, a task force developed a rationale, basic definitions, program assumptions, typical technological concepts (content identifiers), an articulated program model, and a plan of action for developing, field-testing, evaluating, and implementing technology education in Kansas. As a result of the project, technological concepts were written, guidelines and technical assistance were provided, teacher education programs were conducted, and a plan for continual evaluation and upgrading was implemented. Each module of the delivery system was to include problem-solving opportunities, examples of technological impacts (social, political, consumer, educational, occupational, and environmental), and creativity. A program model was developed that can be adapted to various school situations. (KC)

ED 304 557 CE 052 084

Darville, Richard
Adult Literacy and Public Policy: Report of an International Seminar (Toronto, Ontario, Canada, February 1988).
British Columbia Univ., Vancouver. Centre for Policy Studies in Education.; Canadian Association for Adult Education, Toronto (Ontario).
PUB DATE- 88
NOTE- 33p.
AVAILABLE FROM- Centre for Policy Studies in Education, University of British Columbia, 2125 Main Mall, Vancouver, British Columbia V6T 1Z5 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Disadvantaged; *Economic Development; *Educational Needs; *Educational Policy; Foreign Countries; *Futures (of Society); Job Training; Labor Market; Labor Needs; Literacy Education; Policy Formation; Postsecondary Education; *Public Policy; Secondary Education
IDENTIFIERS- Canada; Sweden; United States; West Germany

This report on a seminar on adult literacy and public policy aims to make available for discussion current significant issues in the relationship between literacy and the economy, including matters that extend well beyond the institutional boundaries of the economy. This document summarizes a presentation by Jarl Bengtsson, Head of the Centre for Educational Research and Innovation of the Organization for Economic Cooperation and Development (OECD). Next are summaries of presentations regarding policy and programming arrangements in Sweden, by Kjell Rubenson and Kenneth Abrahamson; in Germany, by Hans Schutze; and in Massachusetts, by Gerald D'Amico. Issues discussed in the seminar included the following: education as a priority; a new techno-economic paradigm; the labor force, education and training, and labor market management; the undereducated and marginalized; three arguments on the marginalized, education, and economic participation; articulating education to new economic demands; the public schools; making the case for adult literacy in Canada; innovative literacy programming strategies; education for the new economy--policy, funding, and equity; and research for adult literacy. Eleven references, a list of participants, and three data tables conclude the document. (KC)

ED 304 614 CG 021 487

Dwinell, Patricia L.; Higbee, Jeanne L.
The Relationship of Affective Variables to Student Performance: Research Findings.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Conference of the National Association of Developmental Education (13th, Cincinnati, OH, March, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Affective Measures; Anxiety; Cognitive Style; *College Freshmen; *Developmental Studies Programs; Developmental Tasks; Higher Education; *High Risk Students; *Performance Factors; *Student Attitudes; Student Educational Objectives; Student Motivation

This report examines the relationship between affective variables and academic success among high-risk college freshmen. It summarizes research conducted on the impact of student goals, learning styles, mathematics and test anxiety, other sources of stress, and level of development on achievement among Developmental Studies students. Results are reported showing that: (1) Developmental Studies students who placed a higher priority on academic reasons for attending the institution earned higher grades during their first quarter in the program; (2) Developmental Studies students were likely to prefer a hands-on learning style and learning through interaction and visual stimuli rather than through lecture and text; (3) stress and other variables may account for a greater proportion of variance in first quarter grades than does high school grade point average or Scholastic Aptitude Test scores; and (4) counseling can have a positive effect on developmental tasks. The report concludes that affective variables are significantly related to performance among Developmental Studies freshmen and that admissions decisions must consider student self-concept and motivational issues. Administrators and faculty members who serve high-risk populations are encouraged to consider individual student needs and to be willing to use various teaching strategies to communicate ideas to these students. The value of a counseling component in developmental/remedial education programs is emphasized. Three pages of references are included; 13 tables and 3 figures are appended. (NB)

ED 304 659 CS 009 540

Horn, Christy A.; And Others

Effects of Cognitive Development Level on the Relationships between Self-Efficacy, Causal Attribution, and Outcome Expectancy and Performance in Reading and Writing.

PUB DATE- Dec 88
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Developmental Stages; *Reading Ability; Reading Attitudes; Reading Research; Self Efficacy; Writing Research; *Writing Skills
IDENTIFIERS- *Writing Achievement; Writing Attitudes; Writing Development

A study examined how specific developmental levels of cognitive ability affect the relationship between beliefs and performance; how cognitive development levels affect reading and writing performance; and now developmental level affects the interactions between the reading and writing domains. Subjects, 150 undergraduates between the ages of 18 and 23, were measured for cognitive developmental level, self-efficacy, causal attribution for reading and writing success and failure, outcome expectancy, locus of control, and reading and writing performance. Results indicated differences between developmental classification (concrete, transitional, formal) in the relationships between beliefs and reading or writing performance, and indicated changes in the regression models and the pattern of correlations between beliefs and reading or writing at the developmental level. Results further indicated differences between developmental classification in performance in reading and writing, and the relationship between reading and writing. Findings suggest that the specific cognitive skills represented by formal operational thinking influence both the magnitude of performance and beliefs and the structure of reading, writing, and belief relationships. (MM)

ED 304 674 CS 009 559

Bunch, A. Kathleen; Matthews, Kenneth M.
Georgia Elementary School Vocabulary. Monographs in Education, No. 8, Summer 1988.
Georgia Univ., Athens. Bureau of Educational Services.
PUB DATE- 88
NOTE- 122p.
AVAILABLE FROM- Bureau of Educational Services, G-4 Aderhold Hall, University of Georgia, Athens, GA 30602 ($6.50 single copy, $5.00 per copy for 11 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basal Reading; *Basic Vocabulary; Elementary Education; Reading Comprehension; Reading Research; *Reading Skills; Sight Vocabulary; Teaching Methods; *Vocabulary Development; *Word Lists
IDENTIFIERS- *Georgia; Semantic Mapping

This monograph is based on research designed to (1) identify the vocabulary words introduced at each grade level by the basal reader series adopted by the Georgia Board of Education; (2) determine the extent of overlap among the books is the series; (3) compare these lists with other recognized word lists; and (4) generated a list of words for the use of elementary school teachers (Grades 1-6) in Georgia. The monograph provides ideas about how the list can be used by teachers to increase the vocabulary of their students. Techniques for improving students' memories, strategies for prereading, methods of remediation, methods of using experience-based instruction, and techniques for the use of semantic maps for vocabulary development are also explained in the monograph. (MS)

ED 304 749 EA 020 727

Lotto, Linda S.; Murphy, Joseph
Making Sense of Schools as Organizations: Cognition and Sensemaking in Schools.
PUB DATE- Apr 88
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cognitive Processes; *Cognitive Structures; *Concept Formation; Elementary Education; Expectation; Factor Analysis; Organizational Development; Participant Observation; *Teacher Attitudes; *Teacher Response
IDENTIFIERS- Cause Maps; Self Q Interviewing Technique

After a review of the literature on cognitive "cause maps" in organizational decision-making, this study describes a midwestern elementary school from the perspective of individual sensemaking, captured through individual cognitive maps of cause-effect relationships. Data were collected with an adaptation of Bougon's (1983) Self-Q interviewing technique, in which respondents first ask themselves questions, then verify key concepts drawn from the questions, and finally indicate the causal relationships among the most important concepts and the nature of those relationships. Creating the individual cause maps involved moving from a broad, holistic assessment of the cause map to the delineation of subparts. At each stage, causal findings were interpreted against the substantive content of the concepts evoked by the individual respondent. Examples are drawn from four individual case studies of first-grade teachers, and findings are summarized with regard to the nature of the concepts used by the teachers, their perceived level of influence, the utility of examining the causal structure of individual maps, and the systematic structural differences across individuals on some critical dimensions not fully examined to date. Appended are tables of key concepts with teachers' definitions, references, and individual case studies of the four teachers. (TE)

ED 304 780 EA 020 802

Gomoll, Robert; Burke, Peter
School Improvement: A Resource and Planning Guide. Bulletin No. 8448.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 88
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Improvement; Educational Research; Elementary Secondary Education; *Improvement Programs; Needs Assessment; School Based Management; School Districts; *School Effectiveness
IDENTIFIERS- *Wisconsin

This guide describes a design for building-level school improvement in the state of Wisconsin. Summarized is effective-schools research that is designed to encourage schools and districts to become familiar with and engage in the improvement process. The first section describes what a school district needs to consider when beginning the school improvement process, followed by a discussion on needs assessment and goal setting. A three-step design for building-level school improvement is described in the second

section. This design includes an initiation process, a delivery model, and a continuation process. Section 3 contains descriptions of the effectiveness elements along with worksheets to help in the planning process. Section 4 outlines several successful projects and gives 24 references. Appended are: (1) a 7-page summary of Wisconsin's statutes and administrative rules that govern school district standards; (2) a school improvement needs-assessment survey; (3) a 12-page school improvement program profile; and (4) a 2-page list of resource highlights for effective schools. (SI)

ED 304 837 EC 212 532

Gillet, Pamela K.
Career Development. Chapter Nine.
PUB DATE- 88
NOTE- 36p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; Educational Practices; *Education Work Relationship; Elementary Secondary Education; Integrated Activities; Job Skills; Mainstreaming; *Mental Retardation; Occupational Clusters; Program Development; Resource Room Programs; Skill Development; Special Classes; *Teaching Methods; *Vocational Education

The career development program for students with mental disabilities should be integrated into the total special education curriculum, should provide training of specific skills needed in particular jobs as well as a general orientation to the world of work, and should relate academics to activities of daily living. The program should begin at the elementary level with emphasis on the meaning of the world of work and the development of social competencies. As the student progresses through junior high and high school, emphasis shifts to a functional, hands-on approach to teach the realistic requirements of jobs. Recommended practices for providing career development are presented. During the elementary years, the focus is on character training, social skill development, and study of job families. Programs for junior high students should focus on an in-depth study of job families, application of academics to job-related activities, evaluation of work interests, gathering of occupational information, etc. The high school program should offer academics related to the functions of daily living, vocational classes, vocational assessment, work experience, seminars, counseling, and transition planning. At each educational level, samples of specific teaching activities are offered for integrated, resource room, and self-contained setting. Fourteen figures are included. (JDD)

ED 304 852 EC 212 547

Haney, Colleen
400 Systems Later: Outcomes of the Pennsylvania Project.
Pennsylvania Assistive Device Center, Harrisburg.
PUB DATE- 25 Oct 88
NOTE- 16p.; Paper presented at the Biennial Conference of the International Society for Augmentative and Alternative Communication (Anaheim, CA, October 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; Computer Assisted Instruction; *Electronic Equipment; Elementary Secondary Education; *Program Development; *Severe Disabilities
IDENTIFIERS- *Augmentative Communication Systems; *Loan Programs; Pennsylvania

A program was developed to provide long-term loans of high technology equipment to severely handicapped students who require such assistance to meet educational goals. Coordinated by the Pennsylvania Special Education Assistive Device Center (ADC), the program enables handicapped students to communicate, to access computers for instruction, and to utilize written expression. The program also enables educators to gain expertise in assessment of students and in capabilities of technology systems. Short-term loans are also available for many of the more popular devices, to allow the student to experience the devices on a trial basis. Included are a list of ADC services, a description of the program's management structure, procedures for long-term loan, a form to request a videotape titled "Guidelines for Assessment and Evaluation of Students with Augmentative and Alternative Communication Needs," and various charts. (JDD)

ED 304 895 FL 017 852

Beltsos, Nicholas J.

Problems in Defining the Direction and Content of International Education for the 21st Century.

PUB DATE- Apr 88
NOTE- 33p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839). Best available copy. Paper presented at the Conference on International Education Towards the 21st Century (Teipei, Taiwan, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Strategies; Education Work Relationship; Futures (of Society); *Global Approach; Higher Education; Instructional Effectiveness; *International Education; *International Studies

A discussion of international education in the 21st century begins with the premise that international education is an extension of domestic education adapted to emerging global interdependence. Prevailing public and academic debates on the issue are reviewed, focusing on the relationship between education and training. A broad picture of the functions of international education in the coming century is drawn, and some factors affecting the effectiveness and efficiency of international education are discussed. Aspects of the history and current state of international education are examined, and some programs are described. It is concluded that: (1) the desired universality of international education is truer in principle than in practice; (2) a variety of world images should be incorporated into international education; (3) greater articulation of goals and purposes is needed; (4) the relationship of education and training should be kept in perspective; (5) goals and objectives should be clearly distinguished according to the institution's mission; (6) history should be treated not as a record of events but as a perspective; (7) international education is an institutional commitment; (8) planning will be most efficient if undertaken in one of the emerging orientations: ethnocentric, polycentric, regiocentric, or geocentric; and (9) internationalization plans should be flexible, economical, and timely. A 100-item bibliography is included. (MSE)

ED 304 630 CG 021 504

Purkey, William W.
An Overview of Self-Concept Theory for Counselors. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Counselor Role; *Individual Development; Influences; *Self Concept; *Theories
IDENTIFIERS- ERIC Digests

This overview of the self-concept theory describes how people organize and interpret their personal existence. It discusses the beginnings and recent history of the self-concept theory, and presents three major qualities of self-concept: that it is learned, organized, and dynamic. It asserts that individuals have relatively boundless potential for developing a positive and realistic self-concept. (NB)

Schick, Tom
Recognition of Depression in the Primary School Child. Selected Papers, Number 56.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-56-1
PUB DATE- 88
NOTE- 13p.; Based on a paper presented at the Child Health Seminar (Sydney, Australia, February 1988).
AVAILABLE FROM- Arndell Children's Unit, Badajoz Road, North Ryde, N.S.W., Australia 2113 ($3.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Case Studies; Children; *Clinical Diagnosis; Counseling Theories; *Depression (Psychology); Elementary Education; *Elementary School Students; Emotional Disturbances; Foreign Countries; Personality Problems; *Personality Traits; Self Esteem
IDENTIFIERS- *Australia

Real depression in children can manifest itself in many ways. Every human being is somewhat different and consequently distress signals and breaking points do not always imitate each other. What remains constant is the internal emotional desert and emptiness. Depression is not just feeling sad or lethargic. Depression is a state in which self-esteem and self-worth are severely impoverished or sometimes completely lost, combined with longstanding and unresolved conflicts built around hostilities which generally tend to be turned inwards. Until recently, children were regarded as having a mental organization not mature enough to experience the quality of depression. Non-depressed children will believe they are worthy of the desired goods, but they are deprived of them; depressed children will feel unworthy of the coveted gratifications. Possible signs of depression include when the child: (1) is extremely self-critical; (2) has an extremely vigilant conscience; (3) needs to be perfect; (4) feels persecuted; (4) is passive, inhibited, and unassertive; or (5) feels lonely and has poor relationships. Motivational factors in suicide include a desire to escape from an emotionally or physically intolerable situation, a hostile gesture, or severe ego disintegration. A disturbance in the early relationships of a child in which the child experiences rejection, may result in a lack of gratification, anger, and feelings of worthlessness. (Four case samples are included.) (ABL)

ED 304 689 CS 211 680

Harris, Joseph
Discourse and Community.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; *Educational Objectives; Film Criticism; Higher Education; Politics of Education; Student Writing Models; *Writing Instruction; Writing Processes
IDENTIFIERS- Academic Community; *Academic Discourse; Discourse Aims; Discourse Modes; Writing Assignments

The metaphor of community has become central to discussions about reading, writing, and teaching. According to this metaphor, an individual learns a discourse through entering into the community that uses it, and by accepting the practices and values of those already in it. Yet an argument can be raised for a definition of discourse that is not tied to this view of community. Discourse can be seen as an inherited set of rules and constraints for using language. Teaching needs to be grounded in this view of discourse that centers on difference and change. The writing classroom is a space in which the differences between the discourse of the teacher, the university, and the students become strikingly clear. By viewing the classroom as a site where different discourses are contested rather than as an entry point into an imagined "community of academic discourse," teachers can center their work on an ongoing criticism of discourses both within and outside of the university. By dramatizing these conflicts, the writing class can create a set of chances for criticism to occur. The challenge lies in finding ways to make students' discourses into something they can question and work on. For example, in a class on writing about film, this means trying to get students not simply to read films more closely but also to question the ways they already have of looking at movies. (A writing assignment and 2 student samples of the assignment are attached.) (MM)

Sears, Peter
Secret Writing. Keys to the Mysteries of Reading and Writing.
Teachers and Writers Collaborative, New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; New York State Council on the Arts, New York.
REPORT NO.- ISBN-0-915924-86-2
PUB DATE- 86
NOTE- 175p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Creative Thinking; Elementary Secondary Education; *English Instruction; Reading Instruction; Skill Development; *Writing Exercises; Writing Instruction
IDENTIFIERS- *Secret Writing; Thinking Skills

With a central theme of how people create a means to communicate reliably, and based on language-making exercises that touch students' imaginations, this book aims to interest students in language and how language is made. Since students like codes and ciphers, the book begins with secret writing, which is then used to reveal the foundation of English. The second part of the book presents the basic conventions of English, and shows how--by altering these conventions--a person can disguise meaning (in codes and ciphers), and by following the conventions--a person can communicate clearly. The third part of the book uses knowledge of these conventions of language to figure out difficult passages in English, from Chaucer to Joyce and Cummings. The fourth part of the book is an examination of other kinds of language, applying the conventions of language to systems of numbers and picture-writing (such as traffic signs and comic books) to see if they are languages, too. This part functions as a preparation for the fifth section of the book, on sending a message into outer space, in which students have the challenge of deciphering messages sent out by scientists and then deciding on their own messages. A 16-item bibliography is attached. (SR)

ED 304 720 CS 506 550

Desjardins, Linda A.

Self-Evaluation and Pre-Speech Planning: A Strategy for Sharing Responsibility for Progress in the Speech Class.

PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Public Speaking; Secondary Education; *Self Evaluation (Individuals); *Speech Improvement; *Speech Instruction; Teacher Developed Materials; Teaching Methods; Two Year Colleges

Speech class teachers can implement a pre- and post-speech strategy, using pre-speech and self-evaluation forms, to help students become active in directing their own progress, and acknowledge their own accomplishments. Every speech is tape-recorded in class. Students listen to their speeches later and fill in the self-evaluation form, which asks them to identify strengths and note improvements, list specific areas in which they would like to improve, and evaluate speech content. The pre-speech plan is submitted on the date of the next speech. In it, students record their specific speech purpose in a sentence, list the main points they will cover, and identify a specific goal for improvement. While this procedure is geared for auditory assessments, it can easily be used with videotape and include not only oral improvement, but physical improvement as well. (Two figures are included.) (SR)

ED 304 765 EA 020 775

Keegan, John J., Jr.
Policy Issues To Consider in Adopting a Job Enlargement Based Career Ladder Program.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Ladders; Educational Policy; Elementary Secondary Education; *Job Enrichment; *Occupational Mobility; *Policy Formation
IDENTIFIERS- *Job Enlargement

This paper explores philosophical and procedural policy issues surrounding the introduction and development of a job enlargement form of career ladder. Acceptance, meaningful work, meaningful compensation, and job security without institutionalization comprise the philosophical issues that the school board and community, building level and central office administration, and teachers must deal with if job enlargement schemes are to be successfully implemented. Procedural issues that district policymakers must deal with include the ladder's height, eligibility to apply for career positions, and the selection process for career ladder positions. Framing these issues requires the acceptance of the following conditions by school district personnel: (1) different responsibilities and levels of compensation in a system that is traditionally and strongly egalitarian; (2) a system that has competition among teachers who normally only compete for a position at the time of hire; (3) a system which has limited security that must be earned by performance and peer acceptance; and (4) a system that may have limited union recognition. (JAM)

ED 304 809 EC 212 299

Moore, Gary T.; And Others

Designing Environments for Handicapped Children: A Design Guide and Case Study. First Edition.
Educational Facilities Labs., Inc., New York, N.Y.
PUB DATE- 79
NOTE- 94p.
AVAILABLE FROM- Academy for Educational Development, 1255 23rd St., N.W., Washington, DC ($4.00 plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Architecture; *Design Requirements; *Disabilities; *Educational Facilities Design; Elementary Secondary Education; Human Factors Engineering; Outdoor Activities; Physical Activities; *Physical Environment; Playground Activities; *Playgrounds; Preschool Education; Structural Elements (Construction)

This guide addresses the planning and architectural design of play/learning environments for special needs children. The exceptional children discussed include those with most types of mild to severe handicaps and developmental disabilities. Specifically excluded from consideration are health impairments, severe psycho-emotional difficulties such as autism and psychosis, severe or profound mental retardation, and orthopedic handicaps if they are not accompanied by other learning disabilities. Section 1 defines and discusses the range of developmental disabilities covered, reviews literature on exceptional education and the physical environment, and briefly describes the procedure used in creating and using a generic behaviorally-based architectural design guide. Section 2 discusses the role of the physical environment in the development of children with exceptional problems and presents 14 design principles with specific user requirements for designing play/learning environments. Examples of the design principles include: continuity and branching, clear accomplishment points, retreat and breakaway points, barrier-free environments, and challenging environments. A case study in Section 3 shows how to apply the design principles to a particular situation, client, and site, and is illustrated by a design for an outdoor play/learning environment for the St. Francis Children's Center in Milwaukee, Wisconsin. (JDD)

ED 304 881 FL 017 838

Braine, George
Writing in the Natural Sciences and Engineering: Implications for ESL Composition Courses.

PUB DATE- Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; College Science; *Course Content; Educational Needs; Engineering Education; *English for Science and Technology; Foreign Students; Higher Education; *Relevance (Education); *Technical Writing; Writing Exercises; Writing Instruction; *Writing Skills
IDENTIFIERS- *Paraphrase; *Summarization; University of Texas Austin

A study investigated the types of writing assignments commonly found in undergraduate natural sciences and engineering courses. The study was used as a basis for the development of composition courses for limited-English-speaking students in these fields, the most popular fields of study among foreign students. Eighty take-home assignments given in 17 courses from 12 subject departments in the natural sciences and engineering fields at the University of Texas were classified according to writing task type and the skills required to complete the assignment. It was found that 75% of the writing tasks were "lab reports," and summary and paraphrase were the dominant skills needed to write the "lab reports." Lower division English composition textbooks were then examined to see if they addressed these skills adequately. One book was found to meet this need, but most textbooks did not. It was concluded that separate composition classes should be provided for foreign students majoring in the natural sciences and engineering fields and that these courses should de-emphasize research paper writing and place greater emphasis on development of summary and paraphrase skills. (MSE)

ED 304 909 FL 017 866

Hickey, Joseph
An Empirical Report on an English for Special Purposes Learning Situation.
PUB DATE- Apr 88
NOTE- 26p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Business Communication; *Business English; Case Studies; Communicative Competence (Languages); *English for Science and Technology; Foreign Countries; *Individualized Instruction; *Interpersonal Communication; Language Fluency; Mining; Postsecondary Education; Second Language Instruction; Translation; Vocabulary Development
IDENTIFIERS- *Content Area Teaching; *West Germany

One teacher's experience in providing individualized instruction in English to a manager in the German coal mining industry is reported. The highly motivated manager required specialized skills in English for communicating with foreign visitors who were either members of the industry or lay people. The manager brought with him to the first meeting the materials he used to keep current with his field and with his English language skills. The process of individualizing instruction for the manager involved conversation and a visit to the mine to determine his specific language skill needs as well as continual development of assignments using industry-specific publications. Problems encountered in the process included the need for the teacher to understand and verify highly specialized vocabulary and structures, inconsistencies in industry-related publications, difficulties in translation from specialized literature, and the need to fine tune language use for public presentation. Development of grammar and vocabulary were emphasized, with the primary focus on fluid communication. The experience underscored the need to identify and target very specific language needs. (MSE)

ED 304 924 FL 017 881

Read, David

French Business Language and Environment Program at Nantes Graduate School of Business (France).

PUB DATE- Apr 88
NOTE- 9p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Administration Education; *Business Communication; *College Second Language Programs; *Cultural Awareness; Foreign Countries; *French; Graduate Study; Higher Education; *Intensive Language Courses; Language Proficiency; *Languages for Special Purposes; Study Abroad
IDENTIFIERS- *Nantes Graduate School of Business (France)

The 5-week French Business Language and Environment Program at the Nantes Graduate School of Business is intended for overseas students of any country with at least a good intermediate level of general French language proficiency, or for language faculty wishing to acquire French business language and concepts and gain exposure to the case method of instruction. The program has three major objectives: (1) to teach advanced French business language; (2) to give a first-hand introduction to the economic and social environment of France; and (3) to give students experience in living in a French environment. Student language use and direct personal experience are emphasized. The program consists of three mandatory courses: French business language (60 hours), French social environment (21 hours), and French economic environment (24 hours). Classes are conducted 3.5 days a week, allowing an equal amount of time for travel and other external experience. To date, the program has served British and American students, but groups from other countries will soon be included. (MSE)

ED 304 530 CE 052 033

The Job Training Partnership Act and Computer-Assisted Instruction. Research Report 88-13.

Education Turnkey Systems, Inc., Falls Church, Va.

SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Aug 88
NOTE- 130p.
CONTRACT- J9M70071
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Case Studies; Computer Assisted Instruction; Computer Managed Instruction; *Computer Uses in Education; Courseware; *Employment Programs; *Federal Programs; *Job Training; Postsecondary Education; Program Effectiveness; *Program Improvement
IDENTIFIERS- *Job Training Partnership Act 1982

A study sought to (1) determine the current and potential instructional application of computers in Job Training Partnership Act (JTPA) Titles II, III, and IV programs; and (2) present policy options that would increase the effective use of this technology in employment and training programs. Research methodology involved conducting an assessment of available data, obtaining information from individuals involved in JTPA, and preparing a baseline report. The study found various degrees of use of instructional applications of this technology in the four JTPA programs studied: in Title IIA, computers are used for both instructional management and computer-assisted instruction especially when serviced by large school districts or national service providers; in Title IIB, computer-assisted instruction is used more often than computer-managed instruction; in Title III Dislocated Worker programs, computer-related technology is seldom used; and under Title IV, computers are being used to provide at least some education or occupational training in more than 90 percent of all Job Corps centers. Barriers to effective use of computers in JTPA include lack of information, funding contraints, lack of staff development, lack of software designed for adults, and the school-JTPA relationship. Recommendations were made to create investment funding mechanisms to set up computer equipment and to create a national technology resource center. (More than half of the document contains case studies of five exemplary sites. References and site contacts are included.) (KC)

ED 304 544 CE 052 060

Sandmann, Lorilee R.
Why Economic Development Is Not Enough: Need for a Comprehensive Community Approach To Assist Distressed Communities.
PUB DATE- 3 Nov 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Educators; Citizen Participation; *Community Action; Community Change; *Community Development; Community Involvement; *Economic Development; Extension Education; Neighborhood Improvement; *Problem Solving; *Rural Development; *Teacher Role
IDENTIFIERS- Minnesota

Rural and economic development efforts are inadequate responses to changing rural conditions. They fail because they are often top-down driven and few influential people are involved. Minnesota's Project Future is designed to help distressed communities take charge of their own direction. Developed on the principle of collective empowerment, this coordinated, interdisciplinary education, research, and technical service aids communities in looking to the future and implementing a community-based plan for renewal. Anticipatory management, future studies, civic education, behavior modification, and economic development coalesce in the program. In the project's four steps, (1) the community defines itself and citizen members choose to renew the community; (2) people of the community are engaged; (3) citizens participate in problem solving; and (4) self-renewal is continued. Results of the experience with five pilot sites in 1988 indicate that local residents are more active in community issues, more positive about the future, and more aware of community problems. The role of the adult educator in this process should be that of a change agent and advisor. He/she must be committed to long-term nurturing for community empowerment and community problem solving. Adult educators need to be futurists. (Sample program materials are appended.) (YLB)

ED 304 572 CE 052 105

Douglass, Rebecca
Responding to Increased Academic Graduation Requirements: National Perspective.
PUB DATE- 8 Mar 89
NOTE- 16p.; Figures 3-6 contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credits; *Educational Change; *Enrollment Trends; *Excellence in Education; *Graduation Requirements; Secondary Education; Staff Development; Statewide Planning; *Vocational Education

Vocational education has accurately forecast the detrimental effects of increased graduation requirements. The initial response of vocational education has taken a variety of forms, some initiated at the state level, some by local boards and schools, and some addressed on a national or multistate level. The most consistent strategies pursued by state vocational programs to overcome effects of increased graduation requirements include seeking academic credit for vocational programs, instituting flexible scheduling, and instituting a seven-period day. Across states, several national or multistate curriculum development efforts have been launched to assist states in addressing the increased graduation requirements by conducting activities related to increased academics in vocational education. Local methodology for infusion of academic content has taken three primary tracts dependent upon staffing and teacher certification regulations--nonintegrative, integrative, and combinations. Staff development is critical, and many options exist. Strategies involve inservice training of vocational and academic staff on the need for working together. As states consider increased college admission requirements, vocational education will have to wrestle with the question of whether colleges will accept vocational courses for which academic graduation credit has been granted. (YLB)

ED 304 587 CE 052 131

Mills, Steven; And Others
Welcome to Lotus 1-2-3. Learning Activity Packets.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 207p.; For a related document, see CE 052 132.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. 80-3022).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration; *Business Education; Computer Assisted Instruction; *Computer Software; Database Management Systems; Data Processing; *Individualized Instruction; Learning Activities; Learning Modules; *Management Systems; *Money Management; Office Occupations Education; Pacing; Postsecondary Education; Secondary Education
IDENTIFIERS- *Lotus 1 2 3; *Spreadsheets

This learning activity packet (LAP) contains 11 self-paced study lessons that allow students to proceed along a 36-hour course of study for Lotus 1-2-3 at their own pace. The lessons are organized in the following way: objectives, completion and performance standards, a list of required materials, unit test, and exercises (applications of the operations to measure the laboratory competency of the student in regard to the materials presented in the LAP). Most lessons are presented in a "read and do" format. The lessons are: getting started with Lotus 1-2-3; moving around the worksheet; typing cell entries; using 1-2-3 commands; indicating cell ranges; building a simple worksheet; building a simple database; building a simple graph; writing formulas; 1-2-3 functions; and formatting a worksheet. Supplemental worksheet exercises, unit tests for each lesson, and answer keys for the tests and all exercises are appended. These lessons have been prepared for use with the IBM Personal Computer. (YLB)

ED 304 601 CG 021 473

Anderson, D. Michael; Morosco, Gregory J.
School-Based Opportunities for Tobacco Use Intervention.
National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Office of Prevention, Education, and Control.

PUB DATE- Sep 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Delivery Systems; Elementary Secondary Education; *Health Education; *Physicians; *Prevention; School Activities; *Smoking; Tobacco

This guide was written for physicians who might be interested in working with school-aged children in the area of tobacco use intervention. It briefly describes the physician's role in providing health education to students in the school setting and notes the effectiveness of health education in the schools in reducing the number of students who start smoking. Statistics are provided on the number of children who smoke, age of onset, and types of tobacco use. The schools are recognized as an excellent site for reaching children from all social and ethnic groups. Prevention strategies discussed include the physician spending time in the classroom; working to form a school health education advisory committee; encouraging the planning, implementation, and evaluation of anti-tobacco efforts; promoting teacher in-service training; and using other planning resources. Skill development, peer leadership, and family involvement are cited as important criteria to consider in choosing a school's anti-tobacco curricula. Physicians are provided with several step-wise strategies to use when speaking to children and adolescents about tobacco use. The guide concludes with a sample of curricula available for smoking intervention in school settings. The curricula are grouped by grade level and are accompanied by a short statement on age-appropriate developmental characteristics. (NB)

ED 304 675 CS 009 560

Bowman, Harry L.; And Others
Reading Comprehension and Educationally Related Characteristics of U.S. Navy Recruits: A Twelve-Month Profile from June, 1987, to May, 1988.
PUB DATE- Nov 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988). For previous reports, see ED 250 655, ED 278 006, and ED 296 297.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Data Analysis; *Military Personnel; Profiles; *Reading Comprehension; Reading Improvement; Reading Research; Remedial Programs; *Remedial Reading
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Gates MacGinitie Reading Tests; *Navy

A study was conducted to investigate the reading comprehension and educationally related characteristics and relationships that describe the Navy's recruit population. The variable of primary interest was the recruit's reading comprehension grade level score; other variables were years of education, aptitude score, high school graduation status, and month of entry into the Navy. Nearly 80,000 recruits (who entered the service between June 1987 and May 1988) took the Gates-MacGinitie Reading Comprehension Test and the Armed Services Vocational Aptitude Battery. Data analyses of their scores revealed that the typical Navy recruit completed slightly less than 12 years of education, with reading comprehension for the composite group near the 10th grade level (with the median for the year near the 12th grade level). Findings suggested that the recruit population remains relatively stable, showing only slight variability with regard to years of education, reading comprehension skills, and aptitude scores. However, from month to month the recruits vary on reading scores, graduation status, and the number who read below grade six. (Eight tables of data are included and 23 references are attached.) (MM)

ED 304 735 CS 506 586

Engen, Barbara; Campbell, Joy
"Macbeth." A Play Packet To Accompany "Elementary, My Dear Shakespeare."
REPORT NO.- ISBN-0-922947-01-5
PUB DATE- 88
NOTE- 44p.; See CS 506 584-585 for other plays in the series, and CS 506 583 for the sourcebook "Elementary, My Dear Shakespeare."
AVAILABLE FROM- Market Masters Books, P.O. Box 151066, Salt Lake City, UT 84115 ($10.45 including postage; 2 for $18.00; 3 for $23.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Drama; Dramatics; Elementary Education; *Elementary School Students; Teacher Developed Materials
IDENTIFIERS- Drama in Education; *Macbeth; *Shakespeare (William)

Intended for use by elementary school teachers as a supplement to the book, "Elementary, My Dear Shakespeare," or for use by itself to produce one Shakespeare play, this play packet contains ready-to-reproduce materials for the production of "Macbeth." Materials include: staging suggestions for scenery, props, lighting, and costumes; a short summary of the play; a vocabulary matching sheet, games, and puzzles; a color page; and a script of the play. Since students cannot memorize hundreds of lines, the packet also adds narrators' parts to the script, keeping the story's continuity intact while taking the burden of memorization of large parts from principal characters. (SR)

ED 304 795 EA 020 836

Pence, L. Jean
Mentorship Programs for Aspiring and New School Administrators.
Oregon School Study Council, Eugene.
PUB DATE- Mar 89
NOTE- 44p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 plus $2.00 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Experiential Learning; Higher Education; *Management Development; *Mentors; *On the Job Training; *Principals; Socialization; Theory Practice Relationship
IDENTIFIERS- *Oregon

Anticipating a 50 percent turnover of principals in the next few years, school districts and university training programs are exploring mentoring as one way to help aspiring and beginning principals learn complex administrative tasks and ease into their roles. This monograph highlights some formal administrator mentorship programs in Oregon. Chapter 1 provides an overview of formal and informal mentorships and discusses how they might benefit participants being trained and socialized into school organizations. Chapter 2 presents some examples of formal programs instituted by school districts--notably David Douglas, Tigard, North Clackamas, and West Linn. Chapter 3 focuses on formal mentorship programs sponsored by the Confederation of Oregon School Administrators. The final chapter offers suggestions about structuring formal mentorships to ensure that participants receive optimal benefit from the relationship. Successful programs (1) establish a plan; (2) develop goals and objectives; (3) identify mentors and proteges; (4) conduct an orientation for these groups; (5) provide resources (staff and compensation); and (6) develop a feedback/monitoring system. Included are a bibliography of 37 references and a list of 28 interviews. (MLH)

ED 304 823 EC 212 514

Spreen, Otfried
Learning Disabled Children Growing Up: A Follow-Up into Adulthood.
REPORT NO.- ISBN-0-19-520641-X
PUB DATE- 88
NOTE- 169p.
AVAILABLE FROM- Oxford University Press, 200 Madison Ave., New York, NY 10757-0913 ($29.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Elementary Secondary Education; Employment Potential; *Learning Disabilities; Longitudinal Studies; Maturity (Individuals); *Minimal Brain Dysfunction; *Neurological Impairments; *Persistence; *Quality of Life

The book reports on research concerning adult outcomes of childhoo learning disabilities (LD). The first part of the study followed 203 Canadian LD children up to the mean age of 18 years. Data included structured interviews, questionnaires, and school records. The second phase continued the follow-up to a median age of 25 years and involved reassessment of neurological and neuropsychological status. Subjects were separated by the degree of definite or probable presence of neurological impairment. Results of the first phase indicated that the presence of neurological impairment was related to poorer achievement and adjustment. Subjects with signs of minimal brain dysfunction showed poorer outcomes than LD subjects without such signs. At reevaluation 6.5 years later, the presence of neurological findings or signs of minimal brain dysfunction continued to be related to poorer outcomes. There was no evidence of such signs disappearing as a function of maturation. On reexamination, both "hard signs" and "soft signs" of neurological impairment or minimal brain dysfunction persisted or appeared for the first time in some LD subjects without such findings on intake. Neurological findings in the sensory and speech domain showed a particularly high degree of persistence. The appendixes include a list of tests and measurements, interview schedules, and the neurological examination. Extensive references and an index are provided. (DB)

ED 304 867 EC 220 539

Abernathy, Tammy
Adapting Learning Contexts to Develop Desirable Personal and Vocational Traits.
PUB DATE- Apr 89
NOTE- 24p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Job Skills; Lesson Plans; Mainstreaming; *Mild Disabilities; *Personality Development; Secondary Education; Skill Development; *Teaching Methods; Theory Practice Relationship; *Vocational Education

This paper outlines a method for meeting the vocational needs of students with mild disabilities and the instructional demands placed on both teacher and student, without sacrificing time devoted to content areas. By manipulating the existing curriculum and environment, educators can cultivate the skills necessary for success in the working world. Studies have shown that common reasons for employee terminations are tardiness, inability to follow directions, not taking work seriously, poor attitude toward the public, and absenteeism. These abilities, expectations, and standards are areas in which students may need coaching and training. Through mainstreaming into a regular classroom, the student will learn many of the necessary skills to be successful in the marketplace. Important personality and employability traits include organization, decision-making, proper use of time, ability to work in a group, dependability, sense of fairness, and pride in work. Specific lessons are presented which are designed to maintain the essence of a content area lesson, yet help to build necessary personality traits and work ethics; these lessons focus on reading, social studies, and letter writing. (JDD)

ED 304 558 CE 052 086

Leonard, Gloria; And Others
Read Aloud Programs for the Elderly Project. Instructional Manual.
Seattle Public Libraries, Wash.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Nursing Homes; *Older Adults; Postsecondary Education; Program Development; *Program Implementation; *Reading Aloud to Others; Story Reading; Volunteers; *Volunteer Training

This manual was developed by the staff of the Read Aloud Programs for the Elderly of the Seattle Public Library. It is based on a year's experience of conducting read-aloud programs in nursing homes and is meant to be a guide for setting up similar programs in other library systems. The first half of the manual, addressed to program managers, includes guidelines for planning, promoting, and setting up the program; the basics of recruiting, supervising, and evaluating volunteer readers; details of the training process; and tips for reading material collection development. The second half of the manual is addressed to the volunteers. This section is designed to prepare volunteers for their task, familiarize them with their audience, and acquaint them with some basic principles of communicating with the elderly residents of nursing homes. It provides specific suggestions for conducting programs and choosing appropriate materials. An appendix includes copies of training materials, evaluation forms, a survey of volunteers, guidelines, and other information. (KC)

ED 304 615 CG 021 488

Performance Appraisal Guidelines for Student Services Personnel.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 88
NOTE- 230p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Personnel Evaluation; *Pupil Personnel Services; *Pupil Personnel Workers; School Counselors; School Psychologists; School Social Workers

This handbook is designed to assist local school systems in establishing and implementing an appropriate and effective appraisal system for student services professionals. The handbook includes job functions and competencies mandated by the North Carolina State Board of Education for three student service areas, suggested types of evaluative data and methods for collecting the data, performance appraisal procedures, and sample forms and instruments to assist in data collection. While accountability is an obvious and required aspect of employee performance appraisal, this handbook fosters a performance appraisal orientation that facilitates professional growth of the employee through supportive training, mentoring and supervision. A brief historical perspective on evaluation of student services professionals, basic considerations in evaluation, measures of effectiveness, the performance appraisal process, and suggested criteria for rating scale decisions are discussed. A performance appraisal instrument, sample evidence, suggested data collection methods by competencies, and sample forms and criteria are provided for each category of student services professionals: school counselors, school psychologists, and school social workers . (ABL)

ED 304 660   CS 009 543

Bhola, H. S.
The Uses and Consequences of Literacy in the Daily Lives of Ordinary People: From an Evaluation of Adult Literacy Organization of Zimbabwe (ALOZ).

PUB DATE- 3 Apr 89
NOTE- 16p.; Paper presented at a seminar sponsored by the Federal Interagency Panel for Research and Development on Adulthood and the Division of Higher Education and Adult Learning of the Office of the Assistant Secretary for Educational Research and Improvement, United States Department of Education (Washington, DC, April 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Developing Nations; Educational Research; Evaluation Methods; Foreign Countries; Literacy Education; Program Descriptions; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Adult Literacy Organization of Zimbabwe; Literacy Campaigns; *Zimbabwe

To evaluate the Adult Literacy Organization of Zimbabwe (ALOZ), an organization whose aim is to achieve universal literacy in Zimbabwe, a study interviewed officials at ALOZ, the United States Agency for International Development (USAID), and other institutions involved in literacy development; reviewed relevant literature and documents; administered questionnaires; and conducted field observations and interviews with new learners and beneficiaries. ALOZ has worked through a partnership model, inviting economic and social enterprises in the country to sponsor literacy programs for their workers and communities. The design of the study included the selection of 12 different social settings ranging from big city industrial areas, mines and railways, and a large-scale dairy farm, to small city locations, rural settlements, and communal areas. In each setting, a cluster of respondents (for a total of 227) were chosen: learners, teachers, supervisors, administrators, agents of sponsoring and collaborating institutions, etc. Both Shona and Sindebele language areas were covered. People working at the headquarters of ALOZ were also interviewed. Results indicated that, in Zimbabwe, literacy has come to be a part of the definition of adulthood. Without exception, learners claimed that literacy had improved their lives, irrespective of the level of literacy attained. The most important consequences of literacy appeared inside the home in regard to the change in family relationships, with women and children benefitting from this change. Other areas influenced by literacy included economics, health, and politics. Policy makers should be aware that literacy is at the core of human development. (MM)

ED 304 750 EA 020 728

Gardner, Dan; Buechler, Mark
School Based Health Clinics. Policy Memo Series No. 4.
Consortium on Educational Policy Studies, Bloomington, IN.
SPONS. AGENCY- Indiana Univ., Bloomington. School of Education.;
Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jan 89
NOTE- 37p.
AVAILABLE FROM- Publication Sales, Consortium on Educational Policy Studies, School of Education, Suite 326, Bloomington, IN 47405 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Clinics; *Educational Finance; Elementary Secondary Education; Family Planning; Federal Aid; *Health Education; *Health Facilities; *Health Programs; *Health Services; High Schools; Legislation; Medical Services
IDENTIFIERS- Indiana; *School Based Clinics

In response to a growing public awareness of health problems faced by America's teenagers, a number of high schools are establishing health clinics for students inside or near the school. School-based clinic staff and services vary depending on levels of funding, state laws, and community standard. To pay for services, clinics rely on both public funds and private financing. In 1986 and 1987, legislation was introduced in both houses of the U.S. Congress that would have provided direct federal aid to school-based health clinics. However, the legislation died in committee, and no new legislation was introduced in 1988. Like all other midwestern states except Iowa, Indiana is the home of several school-based clinics, four of which are described in the paper. School-based clinics often spark intense local controversy concerning the issue of family planning. Appended are 27 references. (SI)

ED 304 781 EA 020 803

Mace-Matluck, Betty
The Effective Schools Movement: Its History and Context. An SEDL Monograph.
Southwest Educational Development Lab., Austin, Tex.

PUB DATE- Aug 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational History; *Educational Improvement; Educational Quality; *Educational Research; Educational Trends; Elementary Secondary Education; *School Effectiveness
IDENTIFIERS- *Effective Schools Movement; *Lezotte (Larry)

This document traces the development of the effective schools movement from its early beginning in the late 1960's. A framework for this history, in the form of Larry Lezotte's "four critical periods," is described. Using Lezotte's framework of dates (1966-76, 1976-80, 1980-83, and 1983-present), this paper examines major events of and influences on the movement; some key concepts, terms, and definitions that are frequently encountered in the literature are reviewed; and some of the important studies relevant to each of the periods are identified and discussed in light of their characteristics and contributions to the effective schools research. Included is a brief discussion of attempts to apply the findings of the "school effects" research to the improvement of student achievement. Concluding the paper is a series of questions and concerns that have lingered or are emerging as the movement gains attention and acceptance. (SI)

ED 304 838 EC 212 533

Hasselbring, Ted S.; Goin, Laura I.

Use of Computers. Chapter Ten.

PUB DATE- 88
NOTE- 21p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Basic Skills; *Computer Assisted Instruction; Computer Managed Instruction; Decoding (Reading); *Drills (Practice); Elementary Secondary Education; Mathematics Instruction; *Mental Retardation; Microcomputers; Problem Solving; Reading Instruction; Spelling Instruction; *Teaching Methods; Tutorial Programs; Writing Instruction

This research-based review discusses effective computer applications for students with mental disabilities. Most computer-based instruction currently in use is of a drill-and-practice variety, which is needed to develop fluency in basic academic skills. Studies conducted on math fluency indicate that when students are using counting strategies to solve basic math facts, computer-based drill-and-practice activities do not lead to fluent recall of math facts, but tutorial plus drill activities can lead to fluency. In the area of reading, the scope of existing research is too narrow to draw conclusions about the utility of computer-based practice in remediating overall reading deficiencies, but microcomputers are well-suited for providing extended practice that can lead to increased fluency in decoding skills. Spelling research shows that improved spelling (with an accuracy level of over 90 percent) can result if the computer-based program requires students to use long-term memory, limits the size of the practice set to 20 spelling words, spaces practice over three weeks, and emphasizes speed and accuracy. Use of computers in teaching of writing should include instruction in keyboarding, word processing and idea processing software, and task-specific strategies. Also examined are the use of computers to teach thinking and problem-solving skills, through use of LOGO and simulations. A discussion of computer-managed instruction and monitoring concludes the paper. (JDD)

ED 304 853 EC 212 548

Haney, Colleen
The Assessment Process. Video: "Guidelines for Assessment and Evaluation of Students with Augmentative and Alternative Communication Needs."
Pennsylvania Assistive Device Center, Harrisburg.
PUB DATE- 25 Oct 88
NOTE- 25p.; Paper presented at the Biennial Conference of the International Society for Augmentative and Alternative Communication (Anaheim, CA, October 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; Elementary Secondary Education; *Needs Assessment; Resource Materials; *Student Evaluation; *Videotape Recordings
IDENTIFIERS- *Augmentative Communication Systems; Loan Programs

This packet of materials, which was prepared to accompany a conference presentation, contains a description of a videotape titled "Guidelines for Assessment and Evaluation of Students with Augmentative and Alternative Communication Needs." This 70-minute videotape follows three children through the assessment and evaluation process to determine what types of communication systems would be helpful for them. Also included is a list of 10 books and 35 kits available from the Pennsylvania Special Education Assistive Device Center (ADC). The kits contain a wide variety of equipment, books, and tools to evaluate students' needs for assistive devices.

The information packet concludes with an assessment guide for use in preparation of a long-term loan application for an assistive device from the ADC. The assessment guide examines the student's developmental level; current services and equipment being used; unmet needs for communication and writing; potential to achieve; present instructional levels in reading, math, writing and typing, computer use, and communication/language functioning; specific barriers; and environmental considerations. (JDD)

ED 304 896 FL 017 853

Ramaglia, Judith

Internationalizing the Introductory Accounting Course: A Case History of the Nitty Gritty.

PUB DATE- Apr 88
NOTE- 30p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; Business Education; Change Strategies; *Course Content; *Curriculum Development; Global Approach; Higher Education; Instructional Materials; *International Studies; International Trade; *Introductory Courses

One institution's approach to internationalizing its introductory accounting course is described. The change was triggered by accreditation requirements and personal interests, and was intended to provide students with information about international aspects of accounting. Initially, modules were developed to supplement the regular course content. At the end of the course, four class periods were devoted to: (1) deciphering foreign financial statements with different valuation bases; (2) alternative methods of establishing accounting standards; (3) international standards and organizations; and (4) foreign currency translation. In general, students responded favorably to the modules and tested reasonably well on the materials presented. However, the students reported that some aspects of the approach caused concern,

including the lack of suitable materials, dependence on lecture presentation, and students' perceptions of the content as supplementary, and therefore unimportant. As a result, the course objective was broadened to include the use of international components to foster an understanding of the nature of financial accounting information and reporting in the United States and comprehension of the degree to which that nature is a function of culture. International components were created to enhance all aspects of course content, and a supplementary text was added to the required materials. The costs were relatively low, and about 6 class hours were allocated to international topics. (MSE)

ED 304 631 CG 021 505

Bleuer, Jeanne C.
Counseling Underachievers: A Comprehensive Model for Intervention. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Counseling Techniques; *Counselor Role; Elementary

Secondary Education; Group Counseling; Individual Counseling; Models; *School Counselors; Student Problems; *Underachievement
IDENTIFIERS- ERIC Digests

This digest uses an analysis of underachievement literature from the Educational Resources Information Center (ERIC) database to develop a comprehensive model for improving counseling interventions with underachievers. It discusses a redefinition of the school counselor's role, describes the model itself, and suggests uses of the model in both individual and group counseling. (NB)

ED 304 646 CG 021 521

Said, John
A Dying Child in the Family: The Child's and Sibling's Perspective. Selected Papers, Number 60.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947172-06-8
PUB DATE- 86
NOTE- 12p.
AVAILABLE FROM- Arndell Children's Unit, Badajoz Road, North Ryde, N.S.W., Australia 2113 ($3.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - General (140)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; Child Development; *Children; Cognitive Development; *Death; Family Relationship; Foreign Countries; *Sibling Relationship
IDENTIFIERS- *Australia

Children and adolescents have different understandings of death. For the baby, death is equated with separation. For toddlers, grief occurs when they realize the person is not returning. The preschool child who tends to live in the present with no clear concept of past or future will not understand the finality. Around ages 4 and 5, death is often personified as a "boogie man." Eventually by the age of 6 or 7, children have developed a clear understanding of death very similar to that of adults. Children and adolescents' experience of a sibling's death usually includes sensations of somatic distress, intense preoccupation with the image of the deceased person, strong feelings of guilt, loss of warmth towards others, and disorientation. Later adjustment problems of children and adolescents whose sibling had died include guilt that they should have died too and distorted concepts of illness and death. Parents have reported that these events were helpful in adjustment to the death: having knowledge of the diagnosis and the likely fatal outcome; participating in the patient's care; having the opportunity to say good-bye in the terminal phase; having the sibling die at home; seeing the dead body; attending the funeral or cremation by choice; being given some of the patient's possessions; and previously experiencing the death of a close relative or pet. (ABL)

Bernhardt, Bill
Just Writing. Exercises To Improve Your Writing.
Teachers and Writers Collaborative, New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
REPORT NO.- ISBN-0-915924-06-4
PUB DATE- 77
NOTE- 103p.
AVAILABLE FROM- Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Higher Education; Secondary Education; Teacher Developed Materials; *Writing Exercises; *Writing Improvement; Writing Instruction; *Writing Processes

Intended for teachers, students, and for anyone who is dissatisfied with his or her understanding of writing, this book is focused on practical exercises and experiments. The first section of the book, "What Writing Is," consists of two chapters of primary interest to teachers, and provides a general orientation to the document's approach. The second section, "Exercises and Activities for Becoming a Writer," is composed primarily of exercises and is recommended as the proper starting place for all readers who wish to become more fluent and more confident writers. The third section, "Studies for the Enhancement of Writing," contains more advanced exercises and experiments both in writing and the linguistic awareness that enhances writing skill. The last section, "Research Activities for Teachers of Writing," is devoted to questions of concern to those teaching speech and writing. (SR)

ED 304 721 CS 506 552

Dwyer, Barry
Parents Teachers Partners.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-84-0
PUB DATE- Feb 89
NOTE- 106p.
AVAILABLE FROM- Business Manager, Primary English Teaching Association, PO Box 167, Rozelle, New South Wales 2039, Australia ($11.25 member, $13.50 nonmember, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Environment; Curriculum Development; Elementary Education; Foreign Countries; National Surveys; Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; School Role
IDENTIFIERS- *Australia

Shaped by a survey that reached between 40,000 and 50,000 parents and teachers in Australia, this book identifies the main features of elementary schooling about which parents seek information and explains what is happening in Australia's classrooms at the present time. The book is presented as a resource and a stimulus for fostering the essential partnership that must exist between parents and teachers. Topics include: (1) parent-teacher partnership; (2) concerns of parents; (3) some basic truths about children; (4) reading, writing, spelling, drama, music, science; (5) homework; (6) television; (7) state-wide testing; and (8) characteristics of a good school. (RS)

ED 304 766   EA 020 777

Butler, Jocelyn A.; Batey, Anne
Network Directory.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 88
NOTE- 42p.

CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Research and Instruction Units
IDENTIFIERS- *Networking; *Onward to Excellence

This Network Directory is part of the effort by the Northwest Regional Educational Laboratory (NWREL) School Improvement Program to promote communication among educational professionals about school improvement. Specifically, the directory is designed to provide information for networking among schools involved in systematic, long-term research-based school improvement efforts. The directory is based on information provided by school personnel. Data were collected through an extensive questionnaire sent in the spring of 1988 to all schools using the Onward to Excellence research-based school improvement process on or before August 1, 1987. In the directory, schools are organized alphabetically by level. To assist directory users, two appendices are provided. The first is a list of practice clusters from "Effective Schooling Practices: A Research Synthesis (NWREL 1984)." The numbers of these practice clusters are listed in each entry under "Selected Practice Clusters." The second is an index of schools organized by goal content such as reading, mathematics, social studies, and so forth. (JAM)

ED 304 882 FL 017 839

Des Harnais, Gaston, Ed.
Proceedings of the Annual Eastern Michigan University Conference on Languages for Business and the Professions (7th, Ann Arbor, Michigan, April 7-9, 1988).
Eastern Michigan Univ., Ypsilanti.
PUB DATE- Apr 88
NOTE- 1,228p.; For selected papers, see FL 017 840-897.
LANGUAGE- English
EDRS Price - MF09/PC50 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Education; Administrator Qualifications; Area Studies; *Business Administration Education; *Business Communication; Business English; Case Studies; Chinese; *Cross Cultural Training; Cultural Influences; Curriculum Design; Curriculum Development; Economics; English for Special Purposes; French; German; Global Approach; Higher Education; Intercultural Programs; *Interdisciplinary Approach; International Studies; International Trade; Internship Programs; Italian; Japanese; Language Proficiency; *Languages for Special Purposes; Program Descriptions; Second Language Instruction; Second Language Learning; Spanish; Technical Writing; Translation; Uncommonly Taught Languages
IDENTIFIERS- Multinational Corporations

Eighty-nine conference papers are presented in 10 sections: (1) language and cultural factors in conducting international business (qualifications for success as an international manager, staffing of international departments, role of second language proficiency, and international management concepts); (2) interdisciplinary language and business programs (status reports, descriptions of specific language programs, and internationalization of the curriculum); (3) international business: curriculum development and teaching; (4) teaching cross-cultural business communication (program descriptions, cross-cultural training programs, and curriculum design); (5) business and professional English for speakers of other languages (written business communication); (6) teaching languages and cultures for business and professions (Chinese, Japanese, and Italian); (7) business and professional French; (8) business German (internships and case studies); (9) business and professional Spanish; and (10) Japanese language and culture (5 papers, included in the 89 previously mentioned). (DJD)

ED 304 910 FL 017 867

Grosse, Christine Uber
ACTFL Proficiency Implementation in the State of Florida.

PUB DATE- Apr 88
NOTE- 15p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Instructional Effectiveness; *Language Proficiency; Language Tests; *Oral Language; Program Implementation; Second Language Instruction; *Second Language Programs; *State Standards; State Surveys; Statewide Planning
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; *Florida

A discussion of the implementation of the American Council on the

Teaching of Foreign Languages (ACTFL) second language proficiency guidelines in Florida's public schools and colleges includes a brief review of literature about the guidelines, background information on the oral proficiency movement, and a description of the effects of the movement in that state. Major criticisms of the guidelines are outlined. The emergence of the oral proficiency movement in the last decade and the evolution of the guidelines are explained. The integration of the guidelines into some areas of Florida's foreign language curriculum, teaching methodology, and testing at all levels is described, and results of a survey of 15 second language programs concerning implementation of the guidelines are reported. The popularity of oral language competitions in the public schools is noted. It is concluded that the guidelines and the oral proficiency movement have been influential in the state, and will continue to be so despite some initial resistance. (MSE)

ED 304 925 FL 017 882

Branan, Elisabeth Girod

The Teaching of Business French in Its Interaction with Legal, Economic, Political and Cultural Realities.

PUB DATE- Apr 88
NOTE- 8p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Classroom Techniques; Course Descriptions; Course Objectives; *French; Higher Education; *Languages for Special Purposes; *Role Playing; Second Language Instruction

One approach to teaching business French is to familiarize students with true business situations and to help students realize that business interacts with a body of laws and within a political and socioeconomic environment. On the first day of class, students are divided into groups of two or three, and each group becomes an enterprise with a name, purpose, and legal status. This technique removes student inhibition. In one exercise, students act as legal consultants to an enterprise. Another exercise consists of a mock arbitration procedure played out in groups of three students: a consumer who has purchased a defective automobile, a dealership representative, and an arbitrator. In another activity, students write or act out angry consumer complaints to a customer service department. A selling technique contest has also been undertaken. Activities incorporating the learning of new technology and vocabulary include a simulated telephone conversation with a telecommunications representative, and the writing of extraordinary accident reports using insurance-related language. Oral reports on topics taken from current French magazines are assigned, and a class debate about nationalization policy has been held. Written assignments include correspondence and a marketing study. (MSE)

ED 304 690 CS 211 681

Bishop, Wendy
Teachers as Learners: Negotiated Roles in College Writing Teachers' Learning Logs.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College English; Faculty Development; Higher Education; *Journal Writing; Teacher Attitudes; *Teacher Education; *Teacher Response; Teacher Role; Writing Research
IDENTIFIERS- *Dialogue Journals; Teacher Journals; *Teacher Writing

To investigate the use of classroom journals to improve teachers' instruction, a study analyzed teachers' dialogue learning logs and collected data on teachers' response patterns. Subjects were teachers of college writing who were participating in a five-week summer seminar for doctoral students in rhetoric. Teachers responded to classroom readings, the class in general, and papers they were writing. Additionally, teachers met outside the class in groups of three for two 1-hour sessions each week, to share their learning logs. Thirteen learning logs were coded for response types and subjects. The study focused on three three-member learning log groups and the nine logs they compiled and shared. Examples of response codes include recording, responding to, or questioning information or events, consolidating systems or concepts, and predicting future interactions of information or events. Examples of subject codes include a focus on readings, class content, instructor, or self-analysis. Analysis revealed that not only did individual teachers have a priority of concerns when entering learning log materials, but also that groups developed particular response focuses and ways of discussing the pedagogy seminar. Overall, log writers spent the majority of their time recording, responding, or questioning material, and subjects focused on class readings, the instructor, or themselves. Group roles were influenced by individual roles, and group patterns were often attributable to a dominant member or members. (Two tables of data and six figures, including sample log entries, are included.) (MM)

ED 304 736 CS 506 593

Sanders, Judith A.; And Others

The Influence of Gender on the Uncertainty Reduction Strategies of Disclosure, Interrogation, and Nonverbal Immediacy.

PUB DATE- Feb 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21,

1989.) Project partially funded by a Faculty Research Grant from California State University at Fullerton.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Interpersonal Communication; *Nonverbal Communication; *Questioning Techniques; *Sex Differences; Surveys
IDENTIFIERS- Communication Strategies; Self Disclosure Questionnaire; *Uncertainty Reduction

A study examined gender differences in the uses of uncertainty reduction strategies (self-disclosure, interrogative strategies, nonverbal immediacy, and other's self-disclosure) and their interrelationships with attributional confidence (uncertainty reduction). The subjects, 853 students from three western universities, participated in a survey soliciting information on the uses of uncertainty reduction strategies with a same-sexed, equal-status acquaintance. Results revealed significant gender differences in the uses of uncertainty reduction strategies. While both males and females used another person's self-disclosure to reduce uncertainty, the other person's disclosures were more important for reducing women's relational uncertainty. Also, men felt that their own self-disclosures helped them reduce relational uncertainty, but women relied more on interrogation strategies and nonverbal immediacy to reduce uncertainty. Furthermore, gender differences were also noted in how these strategies were used to increase attributional confidence. While both men and women primarily used their own self-disclosure to elicit other's self-disclosure, women also incorporated use of interrogative strategies and greater use of nonverbal immediacy (smiling, eye contact, touching). Men tended to rely more on interrogation strategies. (Four tables of data and 38 references are attached.) (MM)

ED 304 824 EC 212 515

Kalmar, Magda; Varga, Magdolna Estefan
Determinants and Predictors of School Adaptation and Academic Achievement in Prematurely Born Children.
PUB DATE- Aug 88
NOTE- 36p.; Paper presented at the Australian Developmental Conference/International Society for the Study of Behavioral Development (5th, Sydney, Australia, August 26-28, 1988). Print is light and broken.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Birth Weight; Followup Studies; Foreign Countries; *Hig
Risk Persons; Learning Problems; *Prediction; *Premature Infants;
Psychomotor Skills; Visual Perception
IDENTIFIERS- Hungary

The study followed up 30 premature Hungarian infants of low birthweight (less than 2500 grams) but no other major perinatal complications. Subjects were tested at age 6 on the Budapest-Binet IQ test, the Goodenough's "Draw a Person" test, the Bender Gestalt test, and a school entry test battery. Test performances at age 6 found that the prematurely born children were at greater risk for school difficulties than full-term peers. Performances on tests involving visual motor integration appeared to be fairly good predictors of subsequent learning disability. (DB)

DOCUMENT RESUME

ED 304 926 FL 017 883

Stock, Janet C.
Rationale and Methodology of a Business French Course: Blazing New Trails.
PUB DATE- Apr 88
NOTE- 17p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Correspondence; Classroom Techniques; Content Area Writing; Course Descriptions; Course Evaluation; *French; Higher Education; *Languages for Special Purposes; Relevance (Education); Second Language Instruction; Vocabulary Development
IDENTIFIERS- *Utah State University

A business French course developed at Utah State University was designed to meet the students' need for knowledge of the specialized vocabulary and expressions in a French-speaking business environment. These vocabulary needs include language for use at work, in daily living, and in employment-seeking. A business French text was chosen and supplemented with handouts. Class discussion and exercises focused on developing the needed language skills and knowledge. All written activities were controlled exercises in which students carefully followed written models and chose from a list the necessary formulas for acceptable business correspondence. The two oral assignments included one individual and one group presentation. In the individual task, students presented articles they had chosen on a business- or economics-related topic. At the end of the semester, small groups created and presented to the class their own imaginary businesses. Problems encountered in implementing the course included selecting a text, the attitude of students trained by other methods toward studying serious topics in French, administrative and faculty apathy toward foreign language learning in general and toward developing marketable skills in students, and lack of adequate time for the course. (MSE)

DOCUMENT RESUME

ED 304 941 FL 017 931

Johnson, Lawrence
Teaching the Language of Business Culture.
PUB DATE- Oct 88
NOTE- 21p.; Paper presented at the Annual Meeting of the International Conference on Language Teaching/Learning of the Japan Association of Language Teachers (14th, Port Island, Kobe, Japan, October 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Business English; *Educational Needs; English for Special Purposes; Foreign Countries; Higher Education; Idioms; Language Styles; Second Language Instruction; *Standard Spoken Usage; *Textbook Evaluation; Textbook Selection

Teachers of business English and business communication must carefully evaluate the business English phenomena presented in textbooks, especially American textbooks used in foreign countries. An analysis of American texts illustrates an approach to teaching basic speaking and writing skills through simple rules, unrealistic examples, and lessons devoid of either discourse or cultural context. What is needed are business communication texts based on empirical observations of real business communication that offer accurate structural and functional aspects of business English, and that present those phenomena most important to learners who need to communicate in the international climate and culture of business. A list of idioms found in business publications is appended, and a reference list of over 50 citations is included. (MSE)

ED 304 942 FL 017 932

DOCUMENT RESUME

ED 304 956 HE 022 242

Changing Patterns of Finance in Higher Education. Country Study: United States of America. OECD Educational Monographs.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Jul 88
NOTE- 66p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Developed Nations; *Educational Finance; Federal Aid; *Higher Education; National Surveys; Social Change; *Social Influences; *Student Financial Aid
IDENTIFIERS- *United States

This report on the United States of America is one in a series of country studies prepared in the framework of the Organization for Economic Cooperation and Development (OECD) Education Committee activity on changing patterns of finance in higher education. The United States maintains the largest and most diverse system of higher education in the world, and the principal external influence since 1970 is population demographics. Other influences are economic change and the political environment. U.S. postsecondary institutions have been adequately financed by a complex scheme of public and private, direct and indirect financing, but because of external forces, they have been required to become more entrepreneurial and adaptive. Five sections provide information on the following: (1) current policy debates: finance, costs, and expenditure plus recent studies in higher education finance; (2) patterns of financing U.S. higher education; (3) student financial assistance; (4) recent changes in organization and mission; and (5) forecasting the near future. Appended are 13 tables and charts including current-fund expenditures, federal obligations to universities and colleges by agency, revenue of institutions of higher education, expenditures of institutions of higher education, federal aid awarded to postsecondary students, and estimated direct expenditures for education in the United States for 1986-1987. (SM)

DOCUMENT RESUME

ED 304 970 HE 022 273

Sabloff, Paula L. W.; Yeager, John L.
Building a Workable Academic Integrity System: Issues and Options.
PUB DATE- 16 Feb 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Policy; Administrators; *Codes of Ethics; College Administration; College Faculty; College Students; *Ethics; Guidelines; Higher Education; *Integrity; Questionnaires

A survey was conducted of 55 American Association of Universities institutions regarding the guidelines, policies and procedures of their academic integrity systems. Forty-four universities responded, returning 42 questionnaires and 35 guidelines. Examination of the guidelines revealed very little overlap in procedures. Most institutions claimed that their procedures work effectively, but comments suggested some concern. Eleven questions are presented and discussed that will aid an institution in building an academic integrity system that fits its philosophy and mission: (1) What actions should be considered violations of academic integrity? Should academic dishonesty be considered separate from academic misconduct? What constitutes proof of a violation against the academic integrity code? (2) Should the university establish an Honor Code to cover some or all of the defined violations? (3) What are the rights, protections and responsibilities of the students? (4) What are the rights, protections and responsibilities of the faculty? (5) Should the same procedures be applied to undergraduates in all colleges, or should each college maintain its own procedures? (6) Should academic integrity violations be processed by an office of student affairs, or should such violations be the responsibility of an office of academic affairs? (7) What procedures should be established for deciding and appealing a violation against academic integrity? (8) What sanctions should be applied against violations of academic integrity? And should these sanctions correlate with the type of violation or should sanctions be imposed at the discretion of the person(s) responsible for imposing them? (9) How should records of violations be kept? (10) Which members of the university should revise the policy and procedures of the academic integrity system? (11) How should the policy and procedures concerning academic integrity be presented to students, faculty and administrators? Appendix A lists the responding universities, and a copy of the survey form is provided as Appendix B. (KM)

DOCUMENT RESUME

ED 304 985 HE 022 288

Boyd, Vivian; And Others
A Fraternity-Based Retention Intervention for Black Male Freshmen. Research Report #02-89.
Maryland Univ., College Park.
PUB DATE- Feb 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Black Students; College Students; *Fraternities; Higher Education; Interpersonal Relationship; *Intervention; Males; *Mentors; Minority Groups; *School Holding Power; Student Attrition; Student Development
IDENTIFIERS- University of Maryland College Park

The results of a retention intervention study designed to provide a one-to-one supportive relationship for incoming black male students at the University of Maryland are discussed. In this study, 34 full-time first-time American black male freshmen were matched with interested members of the Kappa Alpha Psi black alumni fraternity (a community-based group interested in special services). Each participating alumnus made contact with his assigned student once a month through the academic year. The treatment group was compared with a nontreatment control group on the outcome variables of academic persistence and persistence in good standing. Though there was a lot of enthusiasm expressed by participants in the study, there were no statistically significant differences between the two groups on either outcome variable, suggesting that a successful mentoring program may need to involve adult members in closer contact with the university community or at least familiar with its progress, environment, and personnel. Possibly, the impact of the intervention will show itself not in retention rates but in career identification, a variable not included in this study. Future studies might identify members of a social group whose skills and interests entail direct involvement with college students. This would allow for group interactions with a small cluster of college students and the direct referral to other group members with specific skills and specialties. Contains nine references.(SM)

DOCUMENT RESUME

ED 304 999 HE 022 306

Effectiveness of Remedial Programs in New Jersey Public Colleges and Universities. Fall 1983-Spring 1985. Report to the Board of Higher Education.

New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.

PUB DATE- 21 Nov 86

NOTE- 192p.; For related documents, see HE 022 299-301. Document contains light type which may affect reproducibility.

AVAILABLE FROM- Basic Skills Office, New Jersey Department of Higher Education, 225 West State Street, Trenton, NJ 08625.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Basic Skills; *College Freshmen; Credits; Educational Assessment; Educational Attainment; Failure; Grades (Scholastic); Higher Education; Mathematics Skills; *Outcomes of Education; Program Effectiveness; *Public Colleges; Reading Skills; Remedial Instruction; *Remedial Programs; School Holding Power; State Colleges; State Surveys; Success; Supplementary Education; Writing Skills

IDENTIFIERS- *New Jersey

The New Jersey Basic Skills Council seventh annual report to the Board of Higher Education looks at the status of the reading, writing, and mathematical skills of incoming freshmen and of the effectiveness of remedial programs in its public colleges and universities. A comparison is presented of students who needed and completed remediation; students who did not need remediation; and those who needed remediation but did not complete it. Findings are described for the New Jersey Higher Education System and for individual colleges. Seven outcome indicators reviewed for the student groups are passing rates, retention rates, college credits earned, grade point average, successful survival rates, pre- and post-testing, and performance in subsequent courses. Part-time remediation is noted. Conclusions include the need for improvement of the quality and completeness of the data on remedial outcomes that colleges collect. and note that New Jersey's remedial programs are successful in raising the skill levels of students who complete remediation. Recommendations include having all public colleges use exit-testing for their remedial programs and making sure all faculty teaching basic reading, writing, and mathematics access the latest research on effective teaching. Two appendices show sample tables (i.e. testing and placement of students, enrollment in and completion of remedial courses, and pre- and post-test results for remedial courses in reading, writing, math computation, and elementary algebra) and a listing of areas of research for future use. Tables are included. Contains two references. (SM)

DOCUMENT RESUME

ED 305 013 HE 022 332

Selected Educational Improvements in SREB States, 1988.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jun 88
NOTE- 53p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, GA 30318-5790 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Admission; College Faculty; College Students; *Educational Improvement; Grade 11; Higher Education; High School Graduates; High Schools; Illiteracy; *Scores; *Standardized Tests; State Programs; *Student Placement; Teacher Certification; Teacher Education; Teacher Salaries
IDENTIFIERS- *United States (South)

Information on state and institutional actions in the Southern Regional Education Board (SREB) area is presented. Twenty-one tables and two figures present data by state on the following topics: high school graduation requirements; special recognition program for high school graduates; advanced placement programs for public school students; subject area tests; tests for high school graduation (first time test-takers and those passing); estimates of illiteracy; math scores for 11th-graders; U.S. history scores for 11th-graders; pilot programs for improving academic skills of vocational education students; school leadership initiatives; college admission requirements; testing initiatives for undergraduate education; college-readiness reporting programs; postsecondary faculty salaries; state programs for endowed chairs and centers of excellence; minority teachers; teacher certification and standards; teacher education initiatives; incentive programs for teachers and administrators; and average classroom teacher salaries. (KM)

DOCUMENT RESUME

ED 305 027 HE 022 357

Information Technology: Making It All Fit. Track II: Managing Technologies Integration.
CAUSE, Boulder, Colo.
PUB DATE- 89
NOTE- 99p.; In: Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference; see HE 022 355.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Computer Uses in Education; Higher Education; *Information Technology; Information Transfer; Innovation; *Management Information Systems; Microcomputers; Private Colleges; Speech Synthesizers; State Universities; Statewide Planning; *Technology Transfer; Telecommunications
IDENTIFIERS- Boston College MA; California State University Long Beach; *CAUSE National Conference; Computer Aided Software Engineering; Grambling State University LA; Student Information System; University of Alaska Fairbanks; University of Illinois Urbana Champaign; University of Michigan Ann Arbor; Voice Messaging

Nine papers from the 1988 CAUSE conference's Track II, Managing Technologies Integration, are presented. They include: "Computing in the '90s--Will We Be Ready for the Applications Needed?" (Stephen Patrick); "Glasnost, The Era of 'Openness'" (Bernard W. Gleason); "Academic and Administrative Computing: Are They Really Merging?" (Samuel J. Plice); "Computer-Aided Software Engineering (CASE): Don't Jump on the Bandwagon Unless You Know the Parade Route" (David Smithers); "CASE: Environment, Experiences, Expectations" (Margaret V. Krol and Jeffrey J. Tyler); "Telecommunications as the Umbrella for Managing the Linkage and Integration of Resources: A Practitioner's View" (Harold W. Lundy and Glenda F. Carter); "Plant Operations in Transition: A Case Study in the Management of Change" (Gene H. Dippel, David Gray, and Gerry Smith); "'Hello, I'm Not at My Desk Right Now...': A Whimsical Look at the Use and Misuse of Voice Messaging and Menu Systems" (John True); and "Going to Extremes: A Statewide System SIS Implementation During Funding and Structure Instability" (Thomas A. Gaylord and Floyd J. Burnett). (SM)

DOCUMENT RESUME

ED 305 041 IR 013 717

Steinfield, Charles W.; Fulk, Janet
Computer-Mediated Communication Systems as Mass Communication Media.
PUB DATE- Oct 88
NOTE- 34p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Mail; *Mass Media; *Organizations (Groups); Policy; Surveys; *Telecommunications; *Users (Information); Use Studies
IDENTIFIERS- *Computer Mediated Communication Systems

This examination of the use of computer-mediated communication (CMC) systems by individuals for the purpose of broadcasting messages to large numbers of recipients begins by contrasting CMC broadcasting with traditional conceptions of interpersonal and mass communications. Several alternative theoretical perspectives are then examined, and a set of propositions are derived regarding potential uses and effects of CMC broadcasting in an organizational setting. Also described is a preliminary empirical test of several propositions which is based on a survey of electronic mail users in one large organization. Finally, a highly speculative look is taken at potential policy issues suggested by the conceptual and empirical analyses as they relate to both businesses and home consumers. The text is supplemented by four tables and 53 references are provided. (EW)

DOCUMENT RESUME

ED 305 056 IR 013 732

Harris, Robert G.
Telecommunications Policy in Japan: Lessons for the U.S.
PUB DATE- 1 Nov 88
NOTE- 38p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Competition; Economic Development; *Federal Regulation; Foreign Countries; Information Technology; *Legislation; *Policy Formation; *Public Agencies; Public Policy; Technological Advancement; *Telecommunications
IDENTIFIERS- *Japan; *United States

This paper reviews recent changes in Japanese telecommunications policy, assesses those changes, and evaluates the differences in the policy making and policy implementation processes in Japan and the United States. From this analysis, five lessons are derived for U.S. telecommunications policy: (1) the telecommunications sector is strategically important to economic development and international competitiveness, and thereby deserves legislative, not merely regulatory or judicial, attention; (2) telecommunications policy should be developed and implemented at the national--not the state--level; (3) telecommunications policy should balance short-term consumer benefits against long-term national interests in technological advancement in telecommunications equipment, networks, and services; (4) policy jurisdictional disputes should be minimized by a clear grant of primary responsibility to a single agency; and (5) policymakers should seek the advantages of competition and integrated systems by removing restrictions on Bell operating companies while promoting open access, technical interconnection, and compatibility, and prohibiting discrimination against competitive suppliers. The text is supplemented by four tables and a 51-item bibliography is provided. (Author/EW)

DOCUMENT RESUME

ED 305 070　　　　　IR 052 682

Martin, Anna L.
Library Literacy Program Project. Final Financial Status and Performance Report.
Yuma County Library District, AZ.
PUB DATE- 88
NOTE- 60p.
GRANT- G008610841
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; American Indians; Computer Assisted Instruction; *County Libraries; Grants; Hearing Impairments; Hispanic Americans; Microcomputers; Migrant Workers; *Performance Factors; *Staff Development; *Tutors; Volunteers; Womens Education
IDENTIFIERS- Apple IIe; *Laubach Method

The final financial status and performance report for a library literacy program project at the Yuma City-County Library (Arizona) begins with a brief statement of general information about the grant. This is followed by a narrative report that delineates the goal of the project--for the library to take a leadership role in developing, implementing, and coordinating an adult literacy program in Yuma County--and explains how it was accomplished. The eight objectives of the project are then outlined: (1) to expand the scope and availability of literacy materials; (2) to expand support for the Yuma Reading Council; (3) to expand language literacy services to the Hispanic population; (4) to expand literacy programs and services to women; (5) to expand literacy programs to migrant farm workers and Native Americans; (6) to expand services to the hearing impaired; (7) to hire a Literacy Coordinator for the duration of the grant cycle; and (8) to involve and train volunteers and staff for participation in literacy programs. Activities engaged in to meet each of these objectives are listed and the overall results of the project are discussed. Information on workshops held and a summary of library materials purchased with grant money conclude the report. Copies of two of the "coping kits" ("Filling Out a Job Application" and "Preparing a Resume") which were produced as part of the grant project are attached, together with a software bibliography that was developed for use with the computer-assisted learning portion of the project. (CGD)

DOCUMENT RESUME

ED 305 084 IR 052 705

Denis, Laurent-G.; Auster, Ethel
The Management of Retrenchment in Canadian Academic Libraries.
Toronto Univ. (Ontario). Faculty of Library and Information Science.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Aug 88
NOTE- 395p.
GRANT- 410-86-0744
LANGUAGE- English; French
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Data Collection; Foreign Countries; Higher Education; *Library Administration; *Library Services; Library Statistics; Library Surveys; *Organizational Change; Questionnaires; *Research Libraries; *Retrenchment
IDENTIFIERS- *Canada

This exploratory study focuses on the management of decline as characterized by shrinking resources and substantial reductions in operating budgets (retrenchment) in academic research libraries in Canada. The first of four major sections of the report addresses the management of retrenchment in Canadian research libraries, including the design of the study; characteristics of the 523 respondents; their perceptions of the prevalence of retrenchment; committees and policies for retrenchment; retrenchment and surplus expertise; and the centralization, formalization, and complexity of organizational structure in the 22 participating libraries. The second section reviews the literature on retrenchment in libraries and other organizations, and the third reports on programs and activities that were eliminated, reduced, or introduced in Canadian research libraries in the areas of public, technical, and administrative services between 1972-73 and 1982-83. A discussion of trends in retrenchment in terms of expenditures, enrollment, personnel, and collections in these libraries over the same 10-year period concludes the report. Three appendixes are provided: (1) both English and French versions of the questionnaires used in the survey; (2) a list of participating libraries; and (3) French and

English versions of the invitation to participate in the study and follow-up letters. Reprints of two articles based on the study have been removed from this document because of copyright restrictions: "Humane Management in Times of Restraint" (Ethel Auster, Canadian Library Journal, December 1987); and "The Management of Retrenchment in Canadian Academic Libraries" (Laurent-G. Denis, Argus, December 1985). (67 references) (CGD)

DOCUMENT RESUME

ED 305 097 JC 890 114

Pikes Peak Community College Institutional Profile, 1987-1988.
Pikes Peak Community Coll., Colorado Springs.
PUB DATE- Dec 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; Community Colleges; Educational Facilities; Educational Finance; *Educational Trends; Enrollment; *Institutional Characteristics; Student Characteristics; Teacher Characteristics; Two Year Colleges; *Two Year College Students

Prepared to facilitate budgeting and planning at Pikes Peak Community College (PPCC), this institutional profile presents information on the college's programs, enrollments, students, staff, administration, finances, and facilities. The first sections provide a brief history of PPCC and a demographic profile of its service area. The next section lists the degrees and instructional programs offered by the college and traces trends in degrees and certificates awarded. Subsequent sections provide information on: (1) enrollment, including summer, in-/out-of-state, undergraduate, remedial, military installation courses, work experience, and division enrollments; trends since 1980-81; and a comparison of PPCC enrollments with those of other Colorado community colleges; (2) financial aid awards and student demographics; (3) faculty characteristics, including educational level, gender, ethnicity, age, full-time/part-time mix, student to faculty ratio, and step distribution; (4) personal and employment characteristics of classified staff; (5) administrative organization of the college; (6) trends in revenues and allocations; and (7) campus facilities. A glossary is appended. (AJL)

DOCUMENT RESUME

ED 305 111 JC 890 142

Hobbs, Ruby L., Comp.
Academic and Developmental Services End of Year Status Report, 1987-88: Shelby State Community College.
Shelby State Community Coll., Memphis, Tenn.
PUB DATE- 12 Jul 88
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Basic Skills; Community Colleges; *Developmental Studies Programs; Educational Testing; Enrollment; Grades (Scholastic); High Risk Students; Program Effectiveness; *Remedial Programs; Student Placement; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

This report on the effectiveness of Shelby State Community College's (SSCC) Academic and Developmental Services (A/D) Program consists primarily of statistical tables that describe three cohorts of full- and part-time students; i.e., those currently enrolled students who entered the college in fall 1985, 1986, or 1987. Data are presented on basic skills assessment and course placement, enrollment, retention, grade distributions, and student progress. In addition, the goals of the A/D program are outlined for 1988-89. Highlighted information includes the following: (1) of the 591 students who took the college's assessment test battery in fall 1987, 538 students, representing 88% of the first-time freshmen entering SSCC that term, were placed in remedial and developmental studies courses; (2) 79% of the freshmen who enrolled in remedial and/or developmental courses in fall 1985 returned to SSCC in winter 1986, 52% returned in spring 1986, 39% returned in fall 1986, and 17% returned in fall 1987; (3) retention rates were consistently higher for A/D students than non-A/D students; and (4) in fall 1987, 52.2% of the students enrolled in A/D reading courses received a grade of "A," while only 5% of the students enrolled in A/D writing courses and 9% of the students enrolled in A/D mathematics courses received an "A". (AJL)

DOCUMENT RESUME

ED 305 125 JC 890 157

Losak, John
Mandated Entry- and Exit-Level Testing in the State of Florida: A Brief History, Review of Current Impact, and a Look to the Future. Research Report No. 87-04.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jan 87
NOTE- 13p.; Paper presented at the California State University Conference on "Student Outcomes Assessment: A Tool for Improving Teaching and Learning in the CSU" (Pomona, CA, October 15-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Community Colleges; *Degree Requirements; Educational Testing; Higher Education; *State Legislation; Statewide Planning; *Student Placement; Teacher Role; Test Construction; *Test Use; Two Year Colleges
IDENTIFIERS- *College Level Academic Skills Test

In recent years, the Florida State Legislature has mandated that all students who enter colleges and universities must write one of four test batteries for the purpose of placement and that all students are required to pass an exit exam, the College Level Academic Skills Test (CLAST), at the end of the sophomore year. This paper examines the impact of mandated entry- and exit-level testing on the curriculum and on the assessment process in general. Part I considers the purposes of entry and exit testing, and questions whether there is a direct link between improving the quality of education and the initiation of standardized testing to ensure that common learning has occurred. The argument is put forth that standardized testing programs for entry-level placement and exit examinations can effectively assure that students who need remedial courses are adequately placed and that certain basic concepts have been learned before an associate degree is awarded. Part II focuses on exit-level examinations, discussing the nature and function of the CLAST, the exam's development, the overall cost to the state for the CLAST, and the impact of the test. This section also considers the nature and function of entry-level testing programs, including the role of placement testing in the developmental process, and assesses costs and impact. Finally, part III provides personal observations and comments regarding mandated testing. This section argues for greater reliance on departmental examinations and even baccalaureate-level exams to relieve teachers of the time-consuming, frustrating, and often onerous task of assessment and permit them more time for teaching. (AJL)

DOCUMENT RESUME

ED 305 139 PS 017 850

Peters, Donald L.
Current Issues and Future Needs in Staffing Training.
PUB DATE- 17 Nov 88
NOTE- 9p.; Paper presented at the National Policy Conference on Early Childhood Issues (Washington, DC, November 17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Credentials; Early Childhood Education; *Educational Needs; *Inservice Teacher Education; Leadership; *Preschool Teachers; *Professional Education; Specialists; *Staff Development; Training
IDENTIFIERS- *Professional Differentiation

In the United States, early childhood educators are confronted with a chaotic "non-system" of preservice and in-service employment education requirements. Within this non-system, teachers and caregivers who work most autonomously, and have the most extensive responsibilities for the greatest number of hours with the youngest and most vulnerable children, must meet the fewest and least stringent requirements. Research and experience suggest that a systematic plan of personnel development should be implemented. This plan should include five tiers of activity: (1) in-service training and orientation for entry level personnel; (2) training and education during service for teachers and caregivers concerned with improving their teaching skills; (3) professional education and credentialing in 4- or 5-year programs; (4) specialist preparation for professionals ready to assume leadership roles; and (5) senior leadership preparation for leaders of the profession. Each tier of activity is related in part to the stages of professional development that Karen VanderVen (1988) has suggested, and in part to traditional ideas of academic program levels. All parts of the five-tier system exist, to some degree, throughout the country. What is lacking is unification, modification, and funding commitment. Concluding discussion covers ways in which the tier system might be used to increase the number of qualified personnel, particularly minority group members. (RH)

DOCUMENT RESUME

ED 305 153 PS 017 868

Early Childhood & Family Education: Foundations for Success.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- Nov 88
NOTE- 11p.
AVAILABLE FROM- Council of Chief State School Officers, 400 North Capitol Street, N.W., Suite 379, Washington, DC 20001 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Needs; Cooperation; *Early Childhood Education; Educational Quality; *Family Programs; High Risk Persons; *Parent Education; Position Papers; *Program Development; *Public Policy; State Programs

This policy statement focuses on educators' responsibility to provide programs that meet the needs of young children and their families. The statement is a call to action, urging the development of direct, creative, and expanded assistance that would not only help individual families, but would also be sound national policy. Listed are principles underlying recommended strategies. Strategies described include: (1) providing high-quality early childhood services to all children, with a concentration of public resources on programs for children at risk; (2) strengthening capacities of families; (3) assuring standards of quality for early childhood programs; and (4) collaborating to provide comprehensive services to young children and families. Concluding remarks assert that chief state school officers are ready to join with families, colleagues, policymakers, and the public to implement these strategies. (RH)

DOCUMENT RESUME

ED 305 167 PS 017 883

Jorde-Bloom, Paula

The Illinois Director's Study: A Report to the Illinois Department of Children and Family Services.

National Coll. of Education, Evanston, Ill.

SPONS. AGENCY- Illinois State Dept. of Children and Family Services, Springfield.
PUB DATE- Mar 89
NOTE- 105p.
CONTRACT- IDCFS-C-1221029019
AVAILABLE FROM- Dr. Paula Jorde-Bloom, Director, Early Childhood Professional Development Project, National College of Education, 2840 Sheridan Road, Evanston, IL 60201 ($7.95, plus $1.50 shipping).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Qualifications; *Competence; *Day Care; *Day Care Centers; Early Childhood Education; Educational Quality; Futures (of Society); Profiles; Public Policy; Questionnaires; State Surveys
IDENTIFIERS- *Illinois; Program Characteristics; *State Regulation

The Illinois Director's Study was commissioned by the Department of Children and Family Services to provide comprehensive data on directors of licensed, center-based early childhood programs in the state. Addressed were the following questions: (1) What is the current level of education, training, and experience of center directors in Illinois? (2) How do directors rate the importance of specific tasks associated with their administrative role? (3) How do director's ratings compare with those of experts in early childhood education? (4) What skills and competencies do center directors feel should be minimum requirements for the position? (5) How do directors' assessments of minimum requirements compare with those of experts and with state licensing standards? (6) What is the relationship between directors' education, training, and experience and their perceived competence in performing tasks associated with their role? (7) In what knowledge and skill areas do directors feel they need additional training? (8) What is the relationship between directors' education, specialized training, and experience and indices of program quality? This report provides background information on 990 directors and summarizes results of field observations of 103 programs. It also offers policy recommendations regarding the efficacy of modifying licensing standards. Extensive references are supplied and several survey instruments are appended. (RH)

DOCUMENT RESUME

ED 305 181 PS 017 906

Luster, Tom; Youatt, June
The Effects of Pre-Parenthood Education on High School Students.
Michigan State Univ., East Lansing. Dept. of Family Ecology.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 27 Apr 89
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Child Development; Child Rearing; Curriculum Evaluation; High Schools; *High School Students; Knowledge Level; *Outcomes of Education; *Parenthood Education; Parent Influence; *Program Effectiveness
IDENTIFIERS- *Michigan

A quasi-experimental design was used to assess the effects of pre-parenthood education classes on high school students. Participants were 130 students from 8 high schools in Michigan; 26 students not enrolled in the parenting course served as a control group. In both groups, students' knowledge of child development, and beliefs about appropriate child rearing practices and the extent to which parents influence the development of their children, were assessed at the beginning of the semester and when coursework was completed. Analysis of covariance revealed significant differences that favored students in the parenting course. These students were more knowledgeable about child development than were control students. Students in the program were less likely to believe that infants are spoiled by responsive and affectionate care, and more likely to emphasize the importance of talking and reading to children. Students in the program were also more likely to believe that infants should be given considerable leeway in exploring the home environment, and less likely to be authoritarian in their views on discipline. Finally, students in the parenting classes were more likely to believe that parents exert considerable influence on the developing child. It is concluded that these differences can be regarded as positive

outcomes. (RH)

DOCUMENT RESUME

ED 305 194 RC 016 996

Sher, Jonathan P.
Class Dismissed: Examining Nebraska's Rural Education Debate.
Rural Education and Development, Inc., Chapel Hill, NC.
SPONS. AGENCY- Nebraska Rural Community Schools Association.
PUB DATE- Mar 88
NOTE- 70p.
AVAILABLE FROM- Nebraska Rural Community Schools Association, P.O. Box 157, Hildreth, NE ($4.95 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consolidated Schools; Data Analysis; Educational Facilities Planning; Educational Finance; Educational Improvement; Educational Innovation; *Educational Resources; *Efficiency; Elementary Secondary Education; Expenditure per Student; Resource Allocation; Rural Education; *Rural Schools; Rural Urban Differences; *School Effectiveness; *School Size; Small Schools; Socioeconomic Influences
IDENTIFIERS- *Nebraska

The Nebraska educational system is experiencing internal turmoil even though its students are highly ranked nationally on standardized tests and show a higher ratio of graduating high school than those in most other states. This report was commissioned by Nebraska education officials who were concerned that their state was not taking a large enough role in new, innovative methods of rural education. In the form of a discussion of the "Rural Education Debate" in Nebraska, the paper suggests that school consolidation is an uncreative and inefficient ways of solving service delivery problems. It also questions once-popular views linking teacher performance and overall school quality to school size, number of courses, and amount of materials. This document argues that the limited but focused curriculum in rural schools should be able to compete successfully with larger systems. For example, Nebraska's rural districts have relatively fewer dropouts compared to non-rural districts, and their rural schools also match larger ones in standardized test performance. This document discusses the relationship between school size and efficiency, concluding that comparisons of per-pupil expenditures inherently discriminate against all rural school systems, which are small by necessity but are not therefore inefficient. Socioeconomic influences at work in Nebraska result in a widening of the rural-urban political rift. This report recommends a thorough overhaul of the school financing system and calls for creation of appropriate educational standards, not standardization. It closes with a discussion of rural and urban differences and the implications for their respective educational systems. (TES)

DOCUMENT RESUME

ED 305 207 RC 017 020

Securing Our Future: The Report of the National Forum for Youth At Risk (Washington, D.C., December 10-12, 1987).
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 88
NOTE- 57p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Denver CO 80295 (Order No. AR-88-3, $7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Agency Cooperation; Conferences; *Cooperative Planning; *Dropout Prevention; Economic Factors; Educational Innovation; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Holistic Approach; Mentors; Parent Participation; Public Schools; *Student Needs
IDENTIFIERS- Early Intervention

This report is a summary of deliberations and strategy development at a forum focussed on the problems of youth at risk of not making a successful transition from school to adulthood. Twenty work groups came up with three priorities in dealing with the problems of at-risk youth: (1) address a child's education, social, health, and other needs together, rather than individually; (2) administrators, parents, teachers, and students must begin to solve problems cooperatively during the child's early years; and (3) curriculum and instructional approaches must be directed at helping all children succeed, including students who have different backgrounds and strengths. Suggested approaches to these problems varied, but adequate funding was seen as one requirement for any successful recommendation. Excerpts from 21 major speeches are included. Speakers included leaders in government, business, education, and labor. Several students who had been at risk of dropping out of school offered insight into the positive and negative elements of their educational systems. Arkansas Governor Bill Clinton, Massachusetts Governor Michael Dukakis, and a North Carolina schools superintendent described educational problems and programs in their states. Author Jonathan Kozol and Children's Defense Fund President Marian Wright Edelman linked U.S. education problems to poverty issues. Several federal officials discussed the changing demands for U.S. educational systems. National Education Association President Mary Hartwood Futrell discussed possible roles of administrators and business leaders in the dropout problem. Corporate officials offered ideas regarding the roles of technology and innovative programs in education. This document details five areas for helping at-risk students: early intervention, parental involvement, one-on-one mentoring, school restructuring, and interagency collaboration. (TES)

DOCUMENT RESUME

ED 305 221 SE 050 396

Borasi, Raffaella
Using Errors To Stimulate a Debate on the Nature of Mathematics: Experiences in Teacher Education Courses.
PUB DATE- 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Educational Improvement; Educational Practices; Higher Education; *Mathematics; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; *Teacher Education; *Teacher Effectiveness; Teaching (Occupation)

Teachers' perceptions about the nature of their discipline are important factors in their curricular decisions, behavior in the classroom, and interpretations and reactions to classroom events. It is not an easy task to access one's beliefs nor stimulate genuine dialogue about them. Errors can provide both the motivations and the means for engaging in valuable mathematical explorations and reflections about the nature of mathematics as a guide for an analysis of the subject. The first part of the paper concerns the rationale behind the use of errors. Then a report and an in-depth analysis of a specific experience conducted in a graduate mathematics course is discussed along with a brief description of additional units organized around the study of error. Sections included in the paper are: (1) "Introduction"; (2) "Rationale of the Strategy"; (3) "Using Errors as Springboards for Reflections on the Nature of Mathematics"; (4) "Analyzing Incorrect Definitions of 'Circle': An Illustration"; (5) "Other Applications of the Strategy"; and (6) "Conclusions." References are listed. (RT)

DOCUMENT RESUME

ED 305 234 SE 050 412

Hornsby, Joseph, Comp.
Better Science: Learning How To Teach It. Curriculum Guide 12.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 62p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-411.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Instructional Development; Instructional Improvement; *Science Curriculum; Science Departments; Science Education; Science Instruction; Science Teachers; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *United Kingdom

This publication is the last in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. This guide shows that learning to teach better science starts formally with initial training, continues through an induction period, and is consolidated through a regular in-service program. This guide also enables teachers to operate successfully in the system. Included are an introduction on what this guide is about, three appendices covering typical tasks, timetables, planning and preparation, additional readings, references and seven sections. Section one considers important trends and expectations. Section two considers needs, obligations, tutor's viewpoints, probation, and induction. Section three deals with plans for action, change, issues, and treatments. Section four

discusses support agencies and money. Section five deals with curriculum guides, responses to and evaluation of the Secondary Science Curriculum Review (SSCR), inservice programs, and publications related to curriculum areas. Section six discusses workshops while final thoughts are provided in section seven. (RT)

DOCUMENT RESUME

ED 305 249   SE 050 456

Williams, Richard L.
A Comparative Study of Logical Thinking Skills: West German Data.
PUB DATE- 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Comparative Analysis; *Comparative Testing; *Foreign Countries; *Logical Thinking; *Piagetian Theory; Secondary Education; Secondary School Mathematics; Secondary School Science; *Sex Differences
IDENTIFIERS- Group Assessment of Logical Thinking; Japan; Philippines; *West Germany

The Group Assessment of Logical Thinking (GALT) instrument has beer widely used to gather cross-cultural data regarding the acquisition of logical thinking skills in adolescent children. This study of West German adolescents using the instrument adds further comparative data regarding the development of logical thinking skills. Additional data were gathered to determine correlations between logical thinking and the number of hours spent in the study of science and mathematics. Data analyses indicated the following: (1) logical thinking skills develop progressively over the ages of 12 to 15 years; (2) North American, Japanese, Philippine, and German data all show that boys score significantly higher than girls at each of the age levels tested; (3) the relationship between the number of hours of science instruction and logical thinking was highly significant; and (4) it was found that German students scored between Japanese and American students at the same ages. (YP)

DOCUMENT RESUME

ED 305 264 SE 050 478

Spector, Barbara S.; And Others

Science Teaching in Florida Elementary Schools: A Preliminary Study.

PUB DATE- Mar 89

NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Education; *Elementary School Science; *Science Teachers; State School District Relationship; *State Standards; Surveys; Teaching Methods

IDENTIFIERS- *Florida

Florida's Educational Reform Act of 1983 delineated a desired state for science K-12. In 1987, a study was conducted to determine the extent to which elementary school teachers were aware of the State's requirements and standards and were able to implement instruction to meet them. The format used to present and interpret the data was a discrepancy model comparing the desired state to the existing state. Key characteristics describing the desired state were derived from three state products for Florida schools: (1) a list of minimum standards for science; (2) a list of State standards of excellence for science; and (3) a series of course frameworks. The description of the existing data came from respondents' self-reported data and the responses to the data from those who interact with elementary teachers. This paper addresses the limitations of using written surveys to determine the condition of elementary science, the specific instrument and procedures used in this survey, and makes recommendations for follow-up studies. (CW)

DOCUMENT RESUME

ED 305 278 SO 019 733

Some Books about Alaska Received in 1987.
Alaska State Dept. of Education, Juneau. Div. of State Libraries.
PUB DATE- May 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Adults; Annotated Bibliographies; Annual Reports; *Books; Children; Fiction; Geography; *History; Nonfiction; *North American Literature
IDENTIFIERS- Adventure Stories; *Alaska; *Arctic

This is the 1987 edition of an annual annotated listing of Alaska-Arctic related publications received by the Alaska Division of State Libraries. Divided into four sections, this bibliography describes each book, identifies the publisher and price per copy, and includes ISBN numbers. Some of the entries also include the Library of Congress numbers for the book. The juvenile section lists materials from coloring books and nursery rhymes to books about Alaskan wildlife, adventure, and geography. The adult non-fiction section contains historical accounts of the state and its people, collections of photographs, books about wildlife, a seafood cookbook, books on the environment, and a travel guide. The adult fiction section encompasses such diverse works as a romantic novel, a collection of poetry, native Alaskan stories, and authentic Alaskan native tunes arranged for the piano. The reference section describes an annotated bibliography of American Indian and Eskimo authors indexed by tribe, and a directory of Alaskan bed and breakfast inns. Publications listed in this bibliography are available from the publisher or other indicated source. (GEA)

DOCUMENT RESUME

ED 305 294 SO 019 766

Rogers, Vincent, Ed.; And Others
Teaching Social Studies: Portraits from the Classroom. National Council for the Social Studies Bulletin No. 82.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-057-X
PUB DATE- 88
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *Curriculum Enrichment; Economics Education; Elementary Secondary Education; *Social Studies; Sociology; *Teacher Developed Materials; *Teaching Styles; United States History; Units of Study
IDENTIFIERS- *National Council for the Social Studies

This bulletin contains 11 personal statements by K-12 social studies teachers from across the United States that reflect their philosophical approach to teaching social studies and focus on what they do in the classroom. Most of the chapters contain brief selections from classroom materials. The titles include: (1) "Following Our Forebears' Footsteps: From Expedition to Understanding" (C. S. Donnan); (2) "My Name Is Alice: A Fifth Grade Story of Naming and Family History" (A. Seletsky); (3) "Honor the Earth: Learning from Native Americans" (M. DeRoche); (4) "Integration: An Informal Approach to Teaching Primary Social Studies" (L. Melancon; S. Peters); (5) "Where Have All the Heroes Gone?" (J. B. Crook); (6) "The Making of a Constitution: Self-Government Seventh Grade Style" (B. Dudley); (7) "Thinking, Viewing, and Deciding: Strategies in United States History" (K. O'Reilly); (8) "Teaching about the Vietnam War" (M. Huff; S. P. Palonsky); (9) "Opening Mouths and Opening Minds: The American Experience Program" (J. Rossi); (10) "Sociology and Social Research: A Rural-Urban Exchange" (P. U. Dyson); and (11) "Teaching Economics in the Information Age: Challenges and Opportunities" (J. Driscoll). (DJC)

DOCUMENT RESUME

ED 305 310 SO 019 798

Haas, Mary E.
An Analysis of the Social Science and History Concepts in Elementary Social Studies Textbooks Grades 1-4.
PUB DATE- 18 Nov 88
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (68th, Orlando, FL, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Content Analysis; *Elementary Education; Fundamental Concepts; Grade 1; Grade 2; Grade 3; Grade 4; History; Social Sciences; *Social Studies; *Textbook Content; Textbook Research; *Textbooks

This paper explains a research study that examined the contents of social studies textbooks in grades one to four in order to determine the concepts that the books presented. The purposes of the study were to determine: (1) if concepts from all of the social studies areas are represented in primary textbooks; (2) if fundamental social studies concepts are provided; and (3) what are the most frequently appearing social science and history concepts. The paper described the study's sample, procedures, findings and implications. Differences did occur among concepts presented by various publishers and among representations of various social studies areas within individual grades. Examples are provided for examining frequently occurring concepts and for linking them together to form rules or relationships. The study concludes that important and meaningful social studies concepts are not presented in grade one to four textbooks and that these books do not encourage students to form rules or to solve problems. Seven tables and 15 references are included. (JHP)

ED 304 927 FL 017 884

Marfurt, Rose Marie A.
Retraining French Language Educators in the Teaching of Commercial French.
PUB DATE- Apr 88
NOTE- 30p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *College Faculty; *Course Content; Course Descriptions; French; Higher Education; Inservice Teacher Education; Institutes (Training Programs); *Languages for Special Purposes; *Language Teachers; *Retraining; Second Language Instruction; Teaching Methods

A retraining program for language teachers wishing to teach college-level business French is described. The course may be taught in five 5-hour weekend seminars or in a 2-week summer seminar of 12 hours per week. Since the teachers already have language skills, the course focuses on building confidence and interest in the subject matter by showing participants new teaching methodologies and techniques. Content focuses on the principles and practice of French business writing in general and on specific types of business communication. The infrastructure of the economy in French-speaking nations is stressed. A new approach to French culture is taken through the use of press releases and videotapes on business life. Reading materials include texts on modern culture, and on political and socioeconomic institutions in French-speaking countries. Supplementary handouts are appended. (MSE)

Chan, Carole
How To Communicate Better with Clients, Customers, and Workers Whose English Is Limited.
Los Angeles County Commission on Human Relations, Calif.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Problems; Communication Skills; *Employer Employee Relationship; *English (Second Language); *Immigrants; *Interpersonal Communication; *Limited English Speaking; Second Language Instruction

A booklet designed for supervisors, co-workers, and others who deal with limited-English-speaking immigrants discusses communication problems and solutions. Chapters address these issues: (1) the problems and consequences of faulty communication; (2) difficulties that result from assuming that immigrants should learn English; (3) appreciation of the common characteristics of and the differences between immigrants and immigrant groups; (4) examination of personal assumptions about immigrants and appropriate forms of communication; (5) the distinguishing features of a good communicator; (6) the usefulness of lipreading; (7) the simplification of the language for clarity; (8) clear presentation of ideas; (9) basic guidelines for effective communication; and (10) additional hints and examples for clear communication. (MSE)

ED 304 957 HE 022 243

Rezler, A. G.; Kalishman, S. G.
Who Goes into Family Medicine?
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27, 1989).
GRANT- UHZMOZR
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Family Practice (Medicine); Followup Studies; Graduate Medical Students; Higher Education; Influences; Longitudinal Studies; Majors (Students); *Medical Education; *Physicians; Predictor Variables; *Primary Health Care; Specialization

The results of a study to identify criteria that could help select applicants to medical school who have a lasting commitment to family medicine are presented. During the past 15 years major efforts have been made to increase the number of family physicians in the United States. Although primary care programs attract more students whose initial career goal is family practice instead of traditional programs, many of them switch to a specialty before they become residents. Switches occur in spite of the well publicized oversupply of specialists. This retrospective, longitudinal study asked practitioners their reasons for staying in family medicine or for shifting to a specialty. Their entrance information was also collected. Based on data available about the students at entrance, two data sources were used (medical school folders and phone interviews with graduates). Results indicate demographic and academic characteristics, father's education, and Grade Point Average in college have good predictive validity for stability in family medicine. Personality characteristics are also important, with the "sensing" and "feeling" personality types more common in family physicians than in specialists. More shifters are "perceptive" types. Those medical schools that wish to increase graduates in family medicine could select them according to specified criteria unique to their school or apply criteria developed in this study. An appendix provides a form for selection criteria. Contains 16 references. (SM)

ED 304 986 HE 022 289

Peterson's Guide to Certificate Programs at American Colleges and Universities.

SPONS. AGENCY- National Univ. Continuing Education Association, Washington, DC.

REPORT NO.- ISBN-0-87866-741-5

PUB DATE- 88

NOTE- 350p.

AVAILABLE FROM- Peterson's Guides, Inc., Box 2123, Princeton, NJ 08543-2123 ($35.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Career Planning; *Certification; College Students; Education Work Relationship; Higher Education; Relevance (Education); *Specialization; *Student Educational Objectives

A guide to help students identify certificate programs at American colleges and universities that meet their educational objectives is available. More than 1500 programs for acquiring specialized knowledge in a concentrated, time-efficient manner are described. Designed to assist anyone with responsibility for individual career planning or management development and training, it offers an easy way to identify the certificate programs best fitting a specific training need. The body of the book is arranged in alphabetical order by state, institutions within the state, and program classification. Each program entry contains general information, program format, student evaluation, enrollment requirements, program costs, housing and student services, special features, and contact persons. Subjects include accounting, business management, computer and information sciences, engineering, gerontology, health sciences, landscape architecture, law, personnel management, real estate, and teacher education. Appended are a listing of member institutions of the National University Continuing Education Association and a classification of instructional programs taxonomy. An alphabetical index by program classification and an institutional index are provided.(SM)

Korean Higher Education: Its Development, Aspects and Prospect.
Korean Council for Univ. Education, Seoul (South Korea).
PUB DATE- 88
NOTE- 128p.
AVAILABLE FROM- Korean Council for University Education, 27-2 Youido-Dong, Youngdungpo-GU, Seoul 150-010, Korea.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Curriculum; College Faculty; College Instruction; College Students; Educational Finance; *Educational History; *Educational Policy; *Foreign Countries; *Higher Education; International Education; Teacher Education
IDENTIFIERS- *South Korea

An overview of higher education in Korea is presented in the following chapters: (1) "Introduction" (about Korea, overview of Korean education, and structure of higher education in Korea); (2) "Development of Korean Higher Education" (Dynasties period, era of Japanese rule, post-liberation period); (3) "Aspects of Korean Higher Education" (governance and management; faculty and students; curriculum and instruction; finance, expenditure and facilities; teacher education, and internationalization of higher education); and (4) "Present Issues of and Future Prospect for Korean Higher Education" (major issues and problems; directions for reform, and policy tasks for development). Appendices list member institutions of the Korean Council for University Education and nine suggestions for supplementary reading. Nineteen tables and six figures illustrate information presented in the text. (KM)

ED 305 042 IR 013 718

Snow, Marcellus S.
Conceptual Paradigms and Empirical Investigations for Evaluating INTELSAT's Past Performance and Future Prospects.
PUB DATE- 1 Nov 88
NOTE- 24p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; *Costs; *Economics; Evaluation Methods; *International Organizations; International Programs; *Models; Policy; *Telecommunications
IDENTIFIERS- *Intelsat

This paper summarizes the results of a recent study of the past performance and future prospects of the International Telecommunications Satellite (INTELSAT) Organization. First, an overview of INTELSAT's history is provided and major policy issues are detailed. Five alternative paradigms are then presented through which to evaluate INTELSAT's past behavior, present challenges, and future prospects--i.e., functionalist theory, cooperation and social economy, political economy of deregulation, collective or public goods model, and neoclassical economics. Finally, eight recommendations are made in the interest of assuring INTELSAT's growth and financial viability into the 21st century. (26 references) (EW)

ED 305 057 IR 013 733

Horrigan, John; And Others

Implications of Post-Divestiture State Telecommunications Policy.

PUB DATE- Oct 88
NOTE- 48p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; *Economic Development; *Networks; *Policy Formation; State Government; *State Legislation; *Telecommunications; *Telephone Communications Industry
IDENTIFIERS- *State Regulation

This paper looks at nine states--California, Florida, Illinois, New York, Nebraska, Texas, Vermont, Virginia, and Washington--in an effort to find common themes in the processes and outcomes of post-divestiture state telecommunications policies. The possible consequences of current state policies are then discussed, and it is suggested that changes in these policies, which have traditionally favored competition, may lead to two classes of telecommunications infrastructure for the country: (1) an advanced infrastructure available primarily to those who can pay for access, such as large business users; and (2) a less advanced infrastructure, available to and intended for small users such as residential customers and small businesses. It is argued that state policy has often been designed to encourage competition so as to minimize the flight of large users for the local network. Concluding that the encouragement of competition is both sound and inevitable, the paper advocates the use of competition as the point of departure for telecommunications policy, not as an end in itself. (26-item bibliography) (EW)

ED 305 098 JC 890 124

Rendon, Laura I.; Nora, Amaury

Salvaging Minority Transfer Students: Toward New Policies That Facilitate Baccalaureate Attainment.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Massachusetts Inst. of Tech., Cambridge.
PUB DATE- Dec 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *American Indians; *Black Students; *College Transfer Students; Community Colleges; Dropout Rate; Educational Attainment; *Enrollment Rate; Higher Education; *Hispanic Americans; *Minority Groups; Program Development; School Holding Power; Student Recruitment; Two Year Colleges; Two Year College Students; Universities; Vocational Education

In response to concerns about the loss of effectiveness of the community college transfer function, this paper examines the steady decline in rates of minority student transfer from two- to four-year colleges and offers policy recommendations for facilitating transfer and baccalaureate degree attainment. Initial sections review data showing the disproportionately high enrollment of minority college students in community colleges; trends in race and ethnicity in the U.S. population composition; racial and ethnic differences by age and region; and the decline of the transfer function and the rise of vocational curricula at community colleges during the 1960s and 1970s. Next, rates of high school completion, college entrance, and college graduation are examined to illustrate the progress of minorities as they flow through the educational pipeline. Several descriptive and theoretical studies of minority student participation in community colleges are then reviewed, focusing on students' aspirations and findings specific to Hispanic, American Indian, and Black students. The final sections suggest alternative solutions that can promote baccalaureate attainment, including the creation of academic colleges to provide lower-division curricula, the establishment of transfer colleges within community colleges, grants and scholarships for minority transfers, state transfer student monitoring systems, special institutional initiatives, and academic partnership programs. (34 references are included.) (AJL)

ED 305 112 JC 890 143

Lynch, Robert C.

Students with a Bachelor's Degree Attending CCC in Fall, 1988.

Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- Nov 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Students; *Bachelors Degrees; *College Graduates; Community Colleges; Comparative Analysis; Nontraditional Students; *Reentry Students; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

In fall 1988, 509 of the 9,533 students attending Catonsville Community College (CCC) indicated on their admissions applications that they had obtained a bachelor's degree (BA) or higher. A study of the characteristics of these students, in contrast with the other students attending CCC, revealed the following: (1) the BA students were older than other CCC students, with an average age of 44.5 years compared to 29.1 years for the remaining students; (2) 17% of the BA students and 23% of the other students were minority; (3) 49% of the BA students were female, compared to 52% of the others; (4) BA students took an average of 3.7 credit hours, while the other students took an average of 6.9 credit hours; (5) only 1.4% of the BA students attended full time, compared to 24% of the non-BA students; (6) BA students were more likely to take evening classes; and (7) 74% of the BA students' were attending CCC "to take course(s) without working towards a degree or certificate," 44% were attending for "personal interest or enrichment," and 27% were enrolled to "update skills for a job currently held." (AJL)

ED 305 140 PS 017 854

Pendarvis, Edwina D.; Howley, Aimee
Developmental Teaching: A Cognitive Approach to Improving Student Achievement. Occasional Paper 27.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 37p.
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Cognitive Ability; Concept Formation; *Concept Teaching; Elementary Secondary Education; Guidelines; Mathematics Skills; Program Descriptions; Reading Comprehension; *Teaching Methods; Validated Programs
IDENTIFIERS- Cognitive Mediation; *Developmental Teaching Program; *Direct Instruction; Mediated Instruction

This paper describes Fulton's (1984) developmental teaching program and the research that supports its use. It identifies the instructional procedures that seem to contribute to the program's success, and details these procedures so that teachers can adopt them for immediate use in their classrooms. An overview of the program discusses competency-based instruction and mastery learning, visual mediators (schemata), cognitive and academic skills, and direct instruction. Research on the developmental teaching program is subsequently discussed in terms of effects on academic progress, reading comprehension, and math skills. Four major elements of the program that have been shown to contribute to students' improved performance are explored: (1) the emphasis on acquisition of concepts; (2) the use of mediators, including verbal, visual, and semantic mediators, to enhance students' schema development; and (3) the use of active learning and direct instruction techniques. Implications of the concept development and cognitive skills aspects of the program for the classroom are pointed out. Concluding remarks concern issues to be resolved through further research: the efficacy of the program in promoting students' cognitive skills and the effectiveness of the program

with high-achieving students. Approximately 70 references are cited. (RH)

ED 305 154 PS 017 869

A Guide for State Action: Early Childhood & Family Education.

Council of Chief State School Officers, Washington, D.C.
PUB DATE- Nov 88
NOTE- 83p.
AVAILABLE FROM- Council of Chief State School Officers, 400 North Capitol Street, N.W., Suite 379, Washington, DC 20001 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childhood Needs; Day Care; *Early Childhood Education; Educational Quality; Family Programs; *Federal Government; Federal Legislation; Government Role; Guidelines; *High Risk Persons; *Parent Education; Preschool Children; Program Development; *Public Policy; Social Services; State Government; State Programs

This guide delineates steps for state involvement in early childhood and family education and related services, and synthesizes many state and federal activities that support at-risk children from birth through five years and their families. The guide is designed to help states expand early childhood and family education policies and programs by drawing upon the collective experience of other states. The guide begins with a list of recommendations for five areas for action in support of quality early childhood and family education. These areas include: (1) the state policy role; (2) national support; (3) coalitions and coordination; (4) program guidelines; and (5) staffing. The guide then presents an overview of the unmet needs of at-risk preschool-age children and obstacles to the provision of comprehensive coordinated services. The unmet needs and barriers to service provide the framework for the guide. The next section of the guide describes the context within which states are developing programs, and references federal and state initiatives and multi-agency efforts. There are citations of examples from research literature, and experiences of specific projects and states, which illustrate ways in which the unmet needs and barriers have been addressed. The final section explores policy considerations. Cited are 35 references. (RH)

ED 305 222 SE 050 400

O'Connor, Maureen, Ed.
Better Science: Making It Happen.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54822-0
PUB DATE- 87
NOTE- 79p.; For the curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom (44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; Instructional Development; Instructional Effectiveness; *Instructional Improvement; Relevance (Education); *Science Curriculum; Science Departments; *Science Education; Science Instruction; Science Interests, Science Teachers; *Secondary School Science
IDENTIFIERS- *United Kingdom

Most people recognize science education as an essential part of the school curriculum and the education of students growing up in a technologial modern world. School science does not thrive in isolation. It should be influenced by other curriculum areas and in turn it should influence them. However, the subject, in some instances, has been isolated due to emphasis placed on its unique and distinctive features. This has made it difficult for many students to gain a sense of pleasure and excitement from its study. This publication attempts to show science education in the context of the whole school curriculum. It describes staff members' attempts to change their approach to science teaching which will subsequently have an effect upon the rest of the school and community. The book is divided into sections which present: (1) a review of achievements and shortcomings; (2) governors' views; (3) the review of the secondary science curriculum; (4) the school's plan of action; (5) conclusions; and (6) a glossary. Appendices include policy statements, and a summary of publications in the Better Science series. (RT)

ED 305 250 SE 050 457

Kirschner, P. A.
Practicals and the Acquisition of Academic Skills.
PUB DATE- 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Science; Experiments; Higher Education; Instructional Effectiveness; Laboratories; *Laboratory Experiments; Laboratory Procedures; School Effectiveness; Science Activities; *Science Experiments; Science Instruction; Science Projects; Skill Development; Teaching Methods

The Prime Minister's Committee on Natural Science in Education in Great Britain reported in 1918 that "...in many schools more time is spent in laboratory work than the results obtained can justify." Seventy years later this conclusion can often still be drawn. This is particularly a problem in open distance education where laboratory practicals, due to philosophical and logistical reasons, must be kept to a minimum and where their implementation must be both effective and efficient. Many feel that laboratory experiments do not usually justify their costs because they are all too often used to achieve the wrong goals. They often focus on the illustration or affirmation of the substantive structure of science, whereas their strength lies in the teaching of the syntactical structure of that same domain. Three common but faulty motives for laboratory experiments were rejected and three new, more valid ones were presented in their place. Finally, three types of laboratory experiments were introduced and paired, on didactic grounds, to the three valid motives. (Author/MVL)

ED 305 265 SE 050 479

Barnes, Marianne Betkouski; Barnes, Lehman W.
Observations Related to Teacher Concept Formation in an In-Service Setting Emphasizing Question-Asking Behavior.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; Concept Formation; Educational Improvement; *Elementary School Science; *Inservice Teacher Education; *Misconceptions; *Physical Sciences; Science Education; Scientific Concepts; *Summer Science Programs; Surveys
IDENTIFIERS- *Florida

This study consolidated observations of teachers in an institute setting designed to facilitate science learning content through performing science processes and asking questions related to self-perceived conceptual difficulties. The subjects were 11 elementary school teachers from a school district in Northeast Florida; they were enrolled in a two-week elementary science institute during the summer of 1988. The school district required that a number of physical science concepts, including density, be included in the instructional sequence. After an introduction to basic and integrated science processes, the teachers completed a 13-item, two-tiered density inventory. A two-day treatment which focused on misconceptions identified on the pre-test followed; the instructors used strategies designed to encourage and promote teachers' question-asking behavior. Post-test results showed that several teachers corrected many of their misconceptions. However, some teachers either adhered to original misconceptions or changed original answers by giving a new incorrect response or replacing a pre-test correct response with a post-test incorrect response. In both cases, teachers required further remediation to completely remove misconceptions. (Author/CW)

Muldoon, James P., Jr., Ed.; Diehl, John, Ed.

A Guide to Delegate Preparation: UNA-USA Model UN Survival Kit. 1988-89 Edition.

United Nations Association of the United States of America, New York, N.Y.
REPORT NO.- ISBN-0-934654-72-7
PUB DATE- Aug 88
NOTE- 167p.; For related documents, see SO 019 737-738.
AVAILABLE FROM- United Nations Association of the United States of America, 485 Fifth Avenue, New York, NY 10017-6104.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Experiential Learning; Foreign Countries; Higher Education; Instructional Materials; *International Relations; Orientation Materials; Program Guides; Secondary Education; Simulation; Social Studies; Student Developed Materials; *Student Participation
IDENTIFIERS- *Model United Nations Program; United Nations

Written by students for students, the purpose of the book, one of four components of the Model UN Survival kit, is to help prepare secondary and college student delegates for participation in Model United Nations (UN) Conferences. Model UN programs help students discover the difficulties of world political processes and understand other nations and cultural perspectives. Section 1 discusses how to prepare for a Model UN Conference. Section 2 presents regional perspectives on how different nations interact and provides basic political information on selected world regions and countries. Information on world regions is presented in specific chapters that focus on: (1) Africa; (2) Asia and the Pacific; (3) Eastern Europe and the USSR; (4) Latin America; (5) The Middle East; (6) North America; and (7) Western Europe. Section 3 provides the voting records and selected resolutions of the 42nd UN General Assembly (December 1987). Section 4 consists of an annotated bibliography of UN-related issues, while section 5 offers lists of UN Depository Libraries in North America and permanent missions to the UN with their New York (New York) addresses. Maps, charts, and bibliographies on world regions and countries are included. (JHP)

ED 305 295 SO 019 767

Harvel, Steve
Bibliography of Free & Inexpensive Materials for Economic Education, K-12.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.
PUB DATE- Jul 88
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; *Economics Education; Elementary Secondary Education; Instructional Materials; Reference Materials; *Resource Materials; Supplementary Reading Materials
IDENTIFIERS- Free Materials

This booklet contains a listing of free and inexpensive (below $20.00) materials that can be used for teaching economics in grades K-12. The items are divided for grades K-6 and 7-12, and the name of the item, the description, the cost, and the producer's name and address are provided. The various available materials include supplementary reading materials, activity sheets, evaluation items, duplicating masters, games, films, posters, computer software programs, kits, and newsletters. (DJC)

ED 305 311 SO 019 801

Valerio, Joseph M.; Friedman, Daniel
Movie Palaces: Renaissance and Reuse.
Educational Facilities Labs., Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
REPORT NO.- ISBN-0-88481-248-0
PUB DATE- 82
NOTE- 121p.
AVAILABLE FROM- Academy for Educational Development, 1255 23rd St., NW, Washington, DC 20037 ($8.00 plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Architectural Character; *Architecture; *Building Design; Cultural Activities; Cultural Centers; *Film Industry; Popular Culture; Recreational Activities; *Social History; *Theaters; United States History; Urban Renewal
IDENTIFIERS- Historical Landmarks; Historic Sites; *Movie Palaces

This book explores the potential of U.S. movie theaters as an important national asset. Each of the 4,000 movie palaces constructed during Hollywood's Golden Age, as well as the countless smaller theaters modeled after the grander showcases, has a role to play in the life of today's cities. The first section of the book explores the social and economic history of the movie palace and the significance of the building phenomenon. Subjects such as the development of moving pictures, the marketing of them to the public, and the architectural style of movie palaces are examined. The leading theater architects are identified, and the decline of the large downtown theaters following World War II is discussed. The second part of the book consists of case studies, drawn from projects nationwide, which reflect the programming options for theater renaissance. Motivations for movie palace reuse are summarized into three situations: (1) a user needs a facility; (2) a facility needs a user; or (3) a city needs a redevelopment anchor. The third section of the book, which profiles the lessons of the second, includes planning guidelines for theater economic feasibility studies, organizational structures, program environments, and adaptive reuse and operating costs. Four areas of theater function are explored: audience, performance, technology, and management. The book concludes with an annotated 76-item list of resources (publications, audiovisual presentations, and organizations) helpful to those contemplating movie palace redevelopment. Many sources listed lead to further information in the form of newsletters, bibliographies, and other organizational publications. The book is abundantly illustrated with black and white photographs and architectural drawings. (GEA)

ED 304 971 HE 022 274

Corley, Sherie P.
The Development of the Land Grant College in Oregon.
PUB DATE- Feb 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational History; Educational Legislation; *Federal Aid; Higher Education; *Land Grant Universities; Public Colleges; *State Colleges
IDENTIFIERS- *Oregon

The land grant colleges, funded by federal legislation in 1862, spawned public institutions in each state. The principal motivation for this funding was to create schools where practical education could be disseminated to the working classes. An example of the land grant school experience is revealed in the history of Oregon State University. Funding legislation and the first 60 years of the system nationwide are chronicled, and the Oregon State University experience is then isolated to reveal the importance of key individuals, public perception, and outside forces that shaped the evolution of this institution. Contains 18 references. (Author/KM)

ED 305 000 HE 022 308

Hunt, Thomas C.; Carper, James C.

Religious Colleges and Universities in America. A Selected Bibliography.

REPORT NO.- ISBN-0-8240-6648-0
PUB DATE- 88
NOTE- 374p.
AVAILABLE FROM- Garland Publishing, Inc., 136 Madison Avenue, New York, NY 10016 ($54.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- Annotated Bibliographies; Catholic Schools; Christianity; *Church Related Colleges; Federal Aid; Government School Relationship; Higher Education; *Private Colleges; Religion; *Religious Organizations; Small Colleges

A bibliography of private colleges and universities that are, or have been, religiously affiliated is provided. Twenty-eight chapters are: major works on religion and American colleges and universities; government aid to church-affiliated colleges and universities; government regulation of church-affiliated colleges and universities; Baptist colleges and universities; Bible colleges; Catholic colleges and universities; Christian Church (Disciples of Christ) colleges and universities; Church of Christ colleges and universities; Church of Jesus Christ of Latter-Day Saints colleges and universities; Church of the Brethren colleges and universities; Church of the Nazarene colleges and universities; Episcopal colleges and universities; Foursquare Gospel Church colleges and universities; Free Methodist colleges; Friends, Religious Society of Colleges; Hellenic colleges and universities; Independent Christian colleges and universities, Jewish colleges and universities; Lutheran colleges and universities; Mennonite colleges; Moravian colleges; Pentecostal colleges; Presbyterian (U.S.A.) colleges and universities; Reformed colleges and universities; Seventh-Day Adventist colleges and universities; United Church of Christ colleges and universities; United Methodist colleges and universities; and Wesleyan colleges. Each entry provides publication information, and if possible, a brief abstract. (SM)

ED 305 028 HE 022 358

Information Technology: Making It All Fit. Track III: Financial Impact and Considerations.

CAUSE, Boulder, Colo.
PUB DATE- 89
NOTE- 68p.; In: Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference; see HE 022 355.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Computers; Computer Software; *Computer Uses in Education; Costs; Educational Finance; *Financial Support; Higher Education; *Information Technology; Long Range Planning; Management Information Systems; Models; *Money Management; Private Colleges; School Business Relationship; State Universities; Two Year Colleges
IDENTIFIERS- California Polytechnic State University; *CAUSE National Conference; Central Michigan University; Computer Centers; Florida Community College at Jacksonville; Massachusetts Institute of Technology; Northern Kentucky University; Project Management; University of Maryland Professional Schools Campus; Virginia Polytechnic Inst and State Univ

Seven papers from the 1988 CAUSE conference's Track III, Financial Impact and Considerations, are presented. They include: "Providing Applications Development Services in a Competitive Environment" (Donald E. Heller and Mary Ellen Bushnell); "The Cost of Not Staying Current" (Jack T. Tinsley and Betty R. Nyer); "Project Management in Higher Education: Making It Fit the Due Date" (Anthony P. D'Andrea and Robert DeBruin); "Funding Strategies for Information Technologies" (Raymond D. Smoot, Jr.); "Community Education: A Role for the Information Center?" (Phyllis A. Sholtys and Deborah Chalk); "Building Strategic Partnerships with Industry" (Arthur S. Gloster II and James L. Strom); and "Using Computer Models to Consider Computer Center Growth Options" (Judith V.

Douglas and Donald E. Harris). (SM)

ED 305 071 IR 052 683

Cunha, George M.
Methods of Evaluation To Determine the Preservation Needs in Libraries and Archives: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-88/WS/16
PUB DATE- Sep 88
NOTE- 82p.
AVAILABLE FROM- Division of General Information Programme, Unesco, 7, Place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Archives; *Evaluation Methods; Guidelines; *Library Planning; *Needs Assessment; *Preservation

This Records and Archives Management Programme (RAMP) study is intended to assist in the development of basic training programs and courses in document preservation and restoration, and to promote harmonization of such training both within the archival profession and within the broader information field. Based on the assumption that conservation planning and management are essentially common sense and intelligent use of the abundant information available in the voluminous literature on the subject, the study suggests one way of conducting a conservation survey of the library building and its contents to obtain the information necessary for starting a conservation program. It is noted that, although this study is primarily concerned with books and documents, the information presented applies equally to all other nonbook materials found in libraries and archives. Information provided in the report addresses: (1) the scope of the problem; (2) causes for the degradation of books and paper records; (3) the requirements for long-range conservation programs; (4) getting started in a conservation program; (5) determining the physical condition of the materials in the collection; (6) preparing a survey report; (7) evaluating the spaces in the building; and (8) recommendations for the treatment of materials. An annex contains useful forms for recording conservation survey data. (31

references) (CGD)

ED 305 085 IR 052 706

Annual Program. Library Services and Construction Act, 1988-1989.
South Carolina State Library, Columbia.
PUB DATE- Jan 89
NOTE- 113p.; For the 1987-88 report, see ED 291 393.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Administration; Library Cooperation; Library Expenditures; *Library Services; Program Descriptions; *Program Development; *Public Libraries; Records (Forms); *State Aid; *State Libraries; State Programs; Statewide Planning
IDENTIFIERS- Library Development; *Library Services and Construction Act; *South Carolina State Library

This report presents the 1988-1989 annual Library Services and Construction Act (LSCA) program for the South Carolina State Library. This program includes fiscal information and project descriptions for the following LSCA projects under Title I Library Services: (1) I-A, General Administration; (2) I-B, Library Interpretation; (3) II-A, General Operations; (4) II-B, Strengthening the State Library Agency; (5) III-A, Field Services; (6) III-B, Career Education; (7) III-D, Service to the Disadvantaged; (8) III-E, Library Development; (9) III-F, Service to Children; (10) III-G, Film Program; (11) III-H, Public Library Automation and Technology; (12) III-I, Literacy; (13) III-J, Service to the Elderly; (14) IV, Service to the Blind and Physically Handicapped; and (15) V, Institutional Library Services. Proposals for a Title II project for public library construction and a Title III project for interlibrary cooperation are also described. The information provided includes the fiscal breakdown for each Title I project on federal, state, and local levels, the operating budget for all title projects (1989 funds), and detailed project descriptions for all title projects, including individual project objectives, relationship to long-range plans, activities to be used to meet objectives, key libraries and other libraries involved, and method of evaluation. (CGD)

ED 305 126 JC 890 158

Morris, Cathy; And Others

Curricular Patterns for Students Who Have Experienced the General Education Reforms at Miami-Dade Community College. Research Report No. 87-13.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Mar 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Associate Degrees; *Attendance Patterns; College Curriculum; Community Colleges; *Core Curriculum; *Curriculum Development; Curriculum Evaluation; *Enrollment Trends; *General Education

In the late 1970's and early 1980's, Miami-Dade Community College (MDCC) implemented a series of academic reforms, including the adoption of minimum academic standards, mandatory basic skills testing, and the establishment of new general education course requirements. In order to assess the success of the reforms in shaping the curricular patterns of MDCC students, an analysis of the transcripts of 1985-86 Associate in Arts (AA) degree graduates was performed. The study sample consisted of 377 transcripts selected from a total of 2,829 AA graduates. Of these, 54% began enrollment since 1982, 33% prior to 1982, and 13% transferred from other institutions. The students attended an average of 10.2 terms, skipping or stopping out for an average of 1.5 terms. The transcript analysis revealed that the new core general education courses were taken by 99% of the students. It was also discovered that all the students except one took the core courses prior to distribution courses, with 64% of the sample taking four of the five core courses as part of their first eight courses at college.

(AAC)

ED 305 168 PS 017 884

Palincsar, Annemarie Sullivan; And Others
Structured Dialogues among Communities of First Grade Learners.
PUB DATE- 28 Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; Classification; Classroom Research; Comprehension; *Cooperative Learning; Dialogs (Language); *Elementary School Students; *Elementary School Teachers; Grade 1; *High Risk Students; Learning Experience; Primary Education; *Student Improvement; Teaching Methods
IDENTIFIERS- *Reciprocal Teaching; *Structured Dialogues

In an effort to implement a program of reciprocal teaching dialogues, 6 first-grade teachers orally presented third-grade biology lessons to a group of 6 students, most of whom were identified as at risk for academic difficulty. Teachers aimed to teach students ways to approach learning from text and increase students' understanding of biological principles embodied in several themes. Results from classification and comprehension tasks showed that in comparison with controls, children in the reciprocal teaching discussion groups improved their ability to understand text and identify the gist of passages read. They also improved their ability to recognize and apply analogical information in the texts. It was found that reciprocal teaching strategies provided a means for the children to try out their ideas. The strategies also represented language in the form of tools to be used in a public manner to solve the problems of understanding texts and their themes. Successful teachers used, with varying effectiveness, a broad array of conversational devices and opportunities to support children's discussions. The formation of a community of learners in the classrooms was promoted by two situations: (1) students worked with texts that constituted a usable and coherent body of knowledge; and (2) the texts represented a common knowledge base. (RH)

ED 305 182 PS 017 907

Bergen, Doris
Methods for Studying Play in Early Childhood: Reviewing the "State of the Art" and Planning Future Directions.
PUB DATE- Mar 89
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Early Childhood Education; Experiments; Literature Reviews; Naturalistic Observation; *Networks; *Play; *Research Methodology; *Research Needs; State of the Art Reviews; *Young Children
IDENTIFIERS- Self Report Measures

The thesis of this paper is that systematic research approaches must be developed if the study of play is to avoid a short-lived "in" period before another 30-year hiatus, such as the one that occurred between 1940 and 1970. This paper reviews the present status of research on play, drawing examples from studies of the past 10 years that have addressed motive and content questions through the use of a number of theoretical paradigms. The major methods used in this research--naturalistic observation, experimental manipulation, and self-report or performance measures--are reviewed, as are related studies that used similar methodologies that have promoted strong inference. The present state of the art is described, future directions for play research are suggested, and questions for future research agendas are offered. The development of a research replication and collaboration network that could bring together university researchers of varying levels of experience, graduate students, and early childhood practitioners, is proposed, and the rationale for this approach is explained. Over 50 references are cited. Tables list characteristics of various research methods and questions for further study. (RH)

ED 305 208 RC 017 021

Guerena, Salvador, Comp.; Gonzalez, Raquel Quiroz, Comp.
Chicanos: A Checklist of Current Materials. Nos. 1-2, January-December, 1987.
California Univ., Santa Barbara. University Library.
PUB DATE- Dec 87
NOTE- 41p.; For 1986 checklist, see ED 297 912.
AVAILABLE FROM- Coleccion Tloque Nahuaque, Library, University of California, Santa Barbara, CA 93106 (free, current issues only).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Background; Ethnic Studies; Hispanic American Culture; Hispanic American Literature; *Hispanic Americans; Latin Americans; *Library Collections; Mexican American Education; Mexican American History; *Mexican Americans; *Reading Materials; *Reference Materials
IDENTIFIERS- Chicano Literature; Chicanos; *Chicano Studies; *Coleccion Tloque Nahuaque; Mexico

This bibliography of 369 new titles in the Coleccion Tloque Nahuaque contains materials for and about Hispanic Americans, particularly Mexican Americans. The largest subject divisions are literature with 70 titles, history with 61, economics with 44, and education with 27. Other subject areas include animal husbandry, anthropology, art, arts and crafts, bibliographies, border studies, citizenship, communications, cookery, emigration and immigration, folklore, genealogy, guides and directories, health care, Mexican history, international law, language, law, literary history, Mexican literature, mental health, military science, music, political parties, political science, psychology, recreation, religion, science, sociology, theater, theology, U.S.-Mexico relations, and women. (SV)

ED 305 235 SE 050 425

Pereira-Mendoza, Lionel, Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des mathematiques. Proceedings of the Annual Meeting (Winnipeg, Manitoba, Canada, June 2-6, 1988).
Canadian Mathematics Education Study Group.
PUB DATE- 88
NOTE- 183p.; Figures, charts, and drawings may not reproduce well. For 1987 proceedings, see ED 295 842.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Mathematics; *Computer Assisted Instruction; Computer Software; Females; Foreign Countries; Higher Education; Logical Thinking; Mathematical Applications; Mathematical Linguistics; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving; Remedial Mathematics; Secondary Education; *Secondary School Mathematics; *Social Influences; Teacher Education
IDENTIFIERS- *Canada

These conference proceedings include two invited lectures, four working group reports, seven reports from topic groups, one ad hoc presentation paper, a list of participants and a list of previous proceedings. The invited lectures were: "Mathematics Education and Technology" (Christine Keital); and "All One System" (Lynn A. Steen). The working group areas were concerned with techer education, natural learning and mathematics, using software for geometrical investigation, and remedial teaching of mathematics. The topic groups addressed working on culture and mathematics education, the use of computers in undergraduate mathematics service courses, a model for the study of mathematical problem solving, mathematical exposition and writing, the Perry development scheme and its implications, the power of mathematical autobiography, and what or how teachers teach mathematics in school. "A Talk on the Conference 'Women Do Math'" (Tasoula Berrgren) was presented in an ad hoc session. (YP)

ED 305 195 RC 016 997

Southern Rural Development Center Annual Progress Report, 1988. SRDC Series No. 109.
Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Oct 88
NOTE- 17p.; For 1987 report, see ED 287 649.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; Regional Programs; Rural Areas; *Rural Development; Rural Environment; Rural Extension
IDENTIFIERS- *Southern Rural Development Center MS

Activities of the Southern Rural Development Center (SRDC) during the 1987-1988 fiscal year are described in this annual report. Meetings of SRDC task forces and their members are listed with brief descriptions of specific activities. Regional conferences, meetings, and workshops sponsored and co-sponsored by the SRDC are described. Other activities such as technical and printing assistance and the publication of various reports and documents are listed. (ALL)

ED 304 928 FL 017 885

Lambrech, Regine

Intensive French Instruction: A Case History in France.

PUB DATE- Apr 88
NOTE- 15p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; *Engineering Education; Foreign Countries; *French; Higher Education; Intensive Language Courses; *International Educational Exchange; *Languages for Special Purposes; Program Descriptions; *Program Design; Program Evaluation; Second Language Instruction
IDENTIFIERS- *Ecole Centrale de Lyon (France)

In response to the need for specialized French language skills among foreign students at France's prestigious engineering school, the Ecole Nationale de Lyon, an intensive language instruction program was developed. The 3-week program precedes the school year so that language immersion and orientation targeted to the particular student group can take place. The course curriculum has been tailored to the school's engineering curriculum and to the kinds of problems foreign students have encountered in the French-language classes. The school and the French Foreign Ministry have provided financial support, and businesses have provided other resources. Ultimately, the costs to foreign institutions for the exchange have been extended to include the language instruction program. Problems encountered in implementing the program include: (1) differing levels of student language proficiency, (2) the school's policy that students do not have to buy textbooks, (3) the intensity of the course, and (4) the short attention span resulting from a heavy emphasis on grammar. Program participation has increased steadily, and the foreign students have found the course to be a valuable part of the year spent at the institution. The program is seen as adaptable to a variety of professional content areas. (MSE)

ED 304 943 FL 017 933

Dean, Robin A.
English Language Needs and Preparation for Non-Native English Speaking Army Personnel.
American Inst. for Research, Washington, DC. Washington Research Center.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
CONTRACT- MDA903-887-C-0581

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *English (Second Language); *Enlisted Personnel; *Language Attitudes; Language Proficiency; *Limited English Speaking; Needs Assessment; *Officer Personnel; Second Language Instruction; *Threshold Level (Languages)
IDENTIFIERS- *Army

A study evaluated language needs, preparation, and screening among non-native-English-speaking U.S. Army officers and enlisted personnel, focusing primarily on the needs of officers. The purpose was to help determine the minimum competency levels needed on two measures of English proficiency. Evaluation questions guiding the study were: (1) What level of English language ability is needed for success as an officer or enlisted member? and (2) Are English screening and instruction adequate? Results from interviews with service members and their supervisors and supervisors' ratings of service members' job performance are reported. Some data are also drawn from English language tests used for screening. Results indicate that while non-native-English-speaking service members were relatively competent and well-educated in their native languages, some service members found English language deficiencies interfered with their job performance. Conversational skills, pronunciation, and the ability to understand accents, dialects, and colloquial expressions were seen as important, and adequate writing skills were found to be crucial for officers. Screening could be improved by focusing more on skills that are most difficult or most important for non-native English speakers. Increased opportunities to speak English within and outside the classroom and instruction in military document writing were found desirable. Specific recommendations are made. (MSE)

ED 304 972 HE 022 275

Kuh, George D.; And Others
Personal Development and the College Student Experience: A Review of the Literature.

PUB DATE- 1 Oct 88
NOTE- 139p.; Prepared for the College Outcomes Evaluation Program, New Jersey Department of Higher Education.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Theories; College Environment; *College Students; Higher Education; *Individual Development; Outcomes of Education; Psychological Needs; *Student Attitudes; Student Behavior; Student Characteristics; *Student College Relationship; *Student Development; Student Needs; *Student Participation

The literature on personal development, student involvement and satisfaction is reviewed in the following categories: the warrant for personal development as a desirable college outcome; conceptual and theoretical foundations of personal development; empirical research on personal development during college; the undergraduate experience; satisfaction; involvement; observable/measurable indices of personal development; and implications for assessment teams. Eight principles are offered to guide the work of assessment teams. An extensive unannotated bibliography is provided, and an annotated bibliography of 43 items is provided. The following are appended as additional information that assessment teams may find useful in documenting personal development and the quality of student life: personal development outcomes taxonomy; generativity checklist; a model for a student development outcome assessment; possible outcomes assessment areas; advantages and disadvantages of different approaches to assessment; and data-gathering categories. (KM)

ED 305 015 HE 022 334

Seymour, Daniel T.; Fife, Jonathan D., Ed.
Developing Academic Programs: The Climate for Innovation. ASHE-ERIC Higher Education Report No. 3, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-913317-46-2
PUB DATE- 88
NOTE- 148p.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Programs; Creativity; Educational Change; Educational Environment; Educational Improvement; *Educational Innovation; *Educational Planning; Higher Education; *Program Development; Program Evaluation; Social Change; Success
IDENTIFIERS- *Strategic Planning

The ongoing process of developing new academic programs is slow, and the process by which this gradual reshaping occurs involves all aspects of the institution of higher education. The overlap of innovation in organizations, strategic planning, and program evaluation is important in this development. Administrators, trustees, and faculty members need to understand how institutions are being transformed in today's environment. Suggestions for improving the process of developing new programs include creating and maintaining a climate for innovation, bringing innovative people into the institution, developing a selective strategy, and developing the means to look outward. Four sections look at the following: (1) organizations and innovation (from social change to individual creativity, the process, people, and product involved in innovation, and strategies for innovation); (2) academic program planning (definitions and delineations, the planning environment, program review, program discontinuance, the development of new academic programs); (3) decisions about the development of new academic programs (major considerations, internal strengths and capabilities, external needs and opportunities, program and priority decisions, and program approval at the system and state levels); and (4) improving the process (the existing vacuum, factors for success, and practical prescriptions). An appendix contains an abridged procedural checklist. Contains approximately 180 references and 10 tables. (SM)

ED 305 043 IR 013 719

Ferreira, Leonardo; Mody, Bella
Contextual Analysis of the Decision To Adopt a Regional Satellite System: The Case of the Andean CONDOR.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; *Decision Making; *Developing Nations; Financial Support; Foreign Countries;

Geographic Concepts; *Networks; *Regional Cooperation; Telecommunications
IDENTIFIERS- *Contextual Analysis; *Intelsat

Acknowledging the importance of communications in economic development, this paper discusses the rationale behind the decision of the Andean Pact nations of Bolivia, Colombia, Ecuador, Peru, and Venezuela to develop a regional satellite communication system to be known as CONDOR. The application of contextual theorizing to the decision-making process is illustrated through a reconstruction of the environment in which the decisions took place, and factors that influenced the process are identified. It is noted that the sources of data used included primary documents from the Andean Pact countries, minutes of board meetings on the project, minutes of Andean Pact ministers of communication meetings, interviews with senior government officials of the Colombian ministry of communications, and feasibility studies commissioned by the Pact nations. Discussions of the major factors that influenced the decision-making process consider the geographical situation of the five countries, national sovereignty, and geopolitics, i.e., the desire to be independent of extraregional communications organizations. (11 references) (EW)

ED 305 058 IR 013 734

Weiss, Martin B. H.; Sirbu, Marvin

Technological Choice in Voluntary Standards Committees: An Empirical Analysis.

PUB DATE- 31 Oct 88
NOTE- 17p.; Paper presented at the Telecommunications Policy Research Conference (16th, Arlie, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; *Computer Networks; *Decision Making; Hypothesis Testing; Marketing; Regression (Statistics); *Standards; *Technology; Voluntary Agencies

Vendors frequently compete to have their technology adopted as part of a voluntary consensus standard, and this paper reports the results of an empirical study of the factors that influence the choice of technologies by voluntary technical standards committees. Participation in standards committees is viewed as an aspect of the product development process of corporations involved in markets where network externalities are present. The factors hypothesized to affect the technology decision are: (1) the market power of the coalition sponsoring the technology; (2) the size of the firms that make up the coalition; (3) the promotional activities of the sponsors (such as technical contributions submitted); (4) the perceived superiority of the technology; (5) the political skills of the coalition; and (6) the installed base of the products containing the technology. These hypotheses were tested by collecting data on specific technical decisions that were made in several standards committees in the area of computer communications hardware. Logit regression was used to infer the importance of each factor in the adoption or non-adoption of the technology. The results suggest that the size of the firms in the coalition supporting the technology and the extent to which they support their positions through written contributions are significant determinants of technological choice in the standards decisions studied, although the market share of these firms was found to be only marginally significant. The proponents of both the adopted and non-adopted technologies were found to have equal belief in the technical superiority of their technical alternative, even after the decision. The installed base of a technology and the process skills of the sponsors were not found to be significant predictors of the committee outcome. The text is supplemented by three tables, and 28 references are provided. (Author/EW)

ED 305 113 JC 890 144

Linksz, Donna H.
Assessment Results by Month.

Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- Jan 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Students; *Educational Testing; *High Risk Students; Mathematics Skills; Reading Skills; *School Registration; Scores; Student Evaluation; *Student Placement; Two Year Colleges; Writing Skills

A study was conducted at Catonsville Community College (CCC) to investigate whether academically poor students register later than academically able students. Students taking required placement tests in April through September 1988 provided the database for the study. Variables included their testing date; scores on English, reading, writing, and mathematics placement tests; and resulting placements in English, reading, and mathematics courses. Study findings included the following: (1) July and August were the busiest months for testing; (2) contrary to the assumption that poorer students appear for registration and testing closer to the beginning of the semester than better students, there were no significant differences in scores on the reading, English, and math placement tests by testing date; (3) students taking the writing test between April and May had the highest mean scores; and (4) the highest placement rate for noncredit development math occured in July, with a steady declining through August to September. (AJL)

ED 305 155 PS 017 870

Brooks, Eve E.; Hurley, Brigit
For Mommy and Me: Toward a Child Development Policy for Welfare Recipients.
Statewide Youth Advocacy, Rochester, NY.

SPONS. AGENCY- Robert Sterling Clark Foundation, Inc., New York, N.Y
PUB DATE- Nov 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Costs; *Day Care; Early Childhood Education; Educationa Quality; Federal Legislation; Policy Formation; Program Descriptions; Program Development; *Public Policy; State Aid; *State Programs; Surveys; *Welfare Recipients; *Welfare Services
IDENTIFIERS- California; Family Support Act 1988; Massachusetts; *Ne York; *State Regulation; Welfare to Work Programs

This report defines policy and practices for child care assistance for welfare recipients in New York, and explores ways in which the state could use the newly enacted federal welfare reform legislation to create opportunities for children of welfare recipients. The six sections of the report are based on a survey of child care policies and practices at state, county, and city levels. Provided are: (1) a brief look at the child care components of two widely discussed welfare-to-work programs, the Employment and Training Choices Program in Massachusetts and the Greater Avenues to Independence Program in California; (2) a description of current employment, training, and child care policies in New York; (3) a review of results of surveys and interviews that provides a description of child care for welfare recipients in New York; (4) an overview of federal and state funding, regulation, and law governing provision of child care to welfare recipients; (5) a detailed look at the provisions of the newly enacted Family Support Act of 1988; and (6) recommendations for ways in which the state can implement the new federal law. A table of selected child care expenditures by county, and details of the survey methodology, are appended. (RH)

ED 305 196 RC 016 998

Bollier, David
The Importance of Communications and Information Systems to Rural Development in the United States. Report of an Aspen Institute

Conference (Aspen, Colorado, July 24-27, 1988). Communications and Society Forum Report.
Aspen Inst. for Humanistic Studies, Truro, MA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Electronic Mail; Facsimile Transmission; Information Networks; Information Technology; Information Transfer; *Rural Areas; *Rural Development; Rural Economics; *Telecommunications; Teleconferencing; Telephone Communications Systems

An issue of growing importance in rural economic development is the role of telecommunications and information technologies. Looking prospectively at the rural economies of the 1990s and beyond, a conference of 25 participants from various fields of expertise met to address the issues of how rural America will be affected, both positively and negatively, as more of the U.S. economy comes to depend on such technologies as teleconferencing, facsimile transmission, digital data transmission, electronic mail, and related systems. The conference discussions centered around three major topics: (1) rural policy and economic development including the reasons for concern, rural values, present economic development, current problems, ineffective policies, importance of self-determination, and emergence of new leadership; (2) the promise of telecommunications for rural America including an overview of existing rural telephone service, an examination of rural businesses and the possible uses of telecommunications, and telecommunications as an empowerment tool both in economic development and in rural education; and (3) strategies for action, such as upgrading rural telecommunications, the role of government, telecottages, and future research. (ALL)

ED 305 251 SE 050 458

Ellis, James D.
An Evaluation of a Teacher-Enhancement Project on Educational Computing.
Biological Sciences Curriculum Study, Colorado Springs.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 51p.; Interim report to the National Science Foundation for Year Two of ENLIST Micros II.
GRANT- NSF-MDR-8470061
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biological Sciences; *Computer Managed Instruction; Computers; Computer Science Education; *Computer Uses in Education; *Inservice Teacher Education; Professional Development; Science Instruction; Secondary Education; *Secondary School Science; Surveys; Teacher Education; Teacher Improvement; Teacher Workshops; *Teaching Methods; Technological Advancement
IDENTIFIERS- *Concerns Based Adoption Model

The Biological Science Curriculum Study with support from others conducted a three-year project (ENLIST Micros II) to develop and test a model for implementing educational computing in science courses. Descriptive data on background characteristics, prior experience with microcomputers, and educational level of the leaders and new participants was gathered. Leaders and new participants evaluated the workshops and seminars using questionnaires. The project used the Concerns Based Adoption Model (CBAM) developed by the Research and Development Center for Teacher Education at the University of Texas as the approach to evaluating implementation. Leaders and new participants completed the Stages of Concern Questionnaire and the Microcomputer Use in Science Teaching checklist as pretests and posttests to indicate their concerns about and degree of implementing microcomputers in science teaching. By the end of the second year 100 percent of the leaders and 84.6 percent of the new participants were using microcomputers to manage instruction and 92.3 percent of the leaders and 66.7 percent of the new participants indicated that their students were using microcomputers to learn science. The profiles of the leaders and new participants on the Stages of Concern Questionnaire changed from one typical of non-users toward one appropriate for users of an innovation. (Author/MVL)

ED 305 296 SO 019 768

Courtney, Richard; And Others
No One Way of Being: A Study of the Practical Knowledge of Elementary Art Teachers.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-3556-4
PUB DATE- 88
NOTE- 144p.
CONTRACT- 0634
AVAILABLE FROM- MGS Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada, M7A 1N8 ($6.00 Canadian).

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Field Interviews; *Fine Arts; Foreign Countries; *Intuition; Literature Reviews; Research Methodology; Teacher Attitudes; Teacher Background; *Teaching Styles
IDENTIFIERS- *Ontario

This research study examines the practical, personal, and intuitive knowledge that elementary fine arts teachers employ in their classrooms and how that knowledge is transmitted in the profession. Chapter 1 reviews the assumptions about elementary arts teachers. Chapter 2 reviews the literature on personal knowledge with emphasis given to Michael Polanyi's notion of personal knowledge that links aesthetic thinking, action, and learning, while chapter 3 discusses previous research on the practical knowledge of teachers. The exploration of intuition in fine arts teachers is the focus of chapter 4, while chapter 5 discusses previous research methodologies and the methodologies for this study. Chapters 6 and 7 contain data gathered from the teacher interviews. The study's summary is contained in chapter 8. Findings indicate that fine arts teachers are highly dedicated and committed to arts education and employ intuition with practical knowledge in classrooms. The appendices include: (1) a sample letter written to the school board directors; (2) the interviewer's guide; (3) a sample of raw data; (4) a sample of data analyzing imagery and metaphor; (5) suggestions for the dissemination of the research material; and (6) a proposed video script, "Spontaneity and Structure: A Case Study of an Arts Teacher's Practical Knowledge." An bibliography of 153 references is included. (DJC)

ED 304 958 HE 022 244

Research Funds Report for the Fiscal Year Ended August 31, 1988. Public Senior Institutions and Agencies of Higher Education in Texas.

Texas Higher Education Coordinating Board, Austin.

PUB DATE- Jan 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; *Educational Finance; Federal Aid; *Financial Support; Higher Education; Medical Education; Private Financial Support; *Public Colleges; *Research; State Aid; State Surveys
IDENTIFIERS- *Texas

Information on research funds available to Texas public senior academic institutions and health science centers in the fiscal year (FY) ending August 31, 1988 is presented. The total for FY year 1988 was $686,845,728, which is an increase of 12.58% over FY 1987. The public senior general academic institutions received over $442.1 million for research during the year, an increase of over 10.78%. More than $244.7 million were available for research activities at the public health science centers. The federal government continued to be the major source of research funds to all Texas institutions of higher education, particularly the health science centers. Federal funds accounted for over $353.5 million or over 51% of the total. State appropriated funds increased from $114.7 million to $129.5 million. Research funds from private sources, institutionally controlled sources, and others amounted to almost $203.8 million, an increase of over 23% from the previous year. Source and amounts of research funding for all reporting institutions are shown in nine tables. Attached is a listing of research expenditures classified as "other" (Texas public senior institutions and agencies of higher education), FY ending August 31, 1988, and sources of funds classified as "other" for the same institutions, agencies, and dates. (SM)

ED 304 987 HE 022 290

Newman, James F.
The Development of Courses in Finance for Master of Business Administration (MBA) Programs.
PUB DATE- Feb 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; *Business Administration Education; College Curriculum; College Instruction; Courses; *Curriculum Development; Educational Development; Finance Occupations; Higher Education; Management Development; Masters Degrees; *Masters Programs; Specialization
IDENTIFIERS- *Masters of Business Administration

Guidelines for the development of courses in finance for master of business administration (MBA) programs are established in order to strengthen and diversify their offerings. A survey of business faculty members shows there is often a lack of concentration on finance and marketing in MBA programs. The following procedures should be implemented in order to develop courses in finance for MBA programs: (1) an analysis of new accounting pronouncements and new textbooks or articles on the subject; (2) establishment of goals and objectives for any new course; (3) selection of text and content of the course; (4) planning of instructional methodology; (5) determining means of evaluating the students; (6) obtaining college approval of the new course; and (7) providing periodic course evaluation. The introduction and approval of courses in finance has many implications for a college including the opening of the door to the introduction of other finance courses and an MBA program in finance. Introducing such courses could be a major landmark in MBA programs that could lead to increased enrollment, thus ensuring the continuation of the overall MBA program and helping ensure the future success and survival of the college. A high priority recommendation is that any new course be made available to the students as quickly as possible. Contains 24 references.(SM)

ED 305 029 HE 022 359

Information Technology: Making It All Fit. Track IV: Organization and Personnel Issues.

CAUSE, Boulder, Colo.
PUB DATE- 89
NOTE- 74p.; In: Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference; see HE 022 355.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Administrative Policy; Change Strategies; *College Administration; Computer Uses in Education; Higher Education; Information Networks; *Information Technology; Innovation; Local Area Networks; Long Range Planning; Management Information Systems; Multicampus Colleges; *Personnel; State Universities; Telecommunications; Two Year Colleges; Users (Information)
IDENTIFIERS- California State University Fresno; California State University Los Angeles; *CAUSE National Conference; Dallas County Community College District TX; Pennsylvania State University; Texas Tech University; University of Alabama Birmingham; University of Michigan Ann Arbor; University of New Hampshire; University of Pennsylvania

Seven papers from the 1988 CAUSE conference's Track IV, Organization and Personnel Issues, are presented. They include: "Positive Management: Techniques and Retreats" (Janet Wixson); "Data Administration: What Is It, Where Is It, How Is It Done?" (Karen L. Miselis, Lawrence A. Jordan, and Ronald Hoover); "The Departmental Planning Team: A Bridge to the Future" (Cynthia S. Cross, Marianne J. Elser, and Jill B. Tuer); "The Trials, Tribulations, and Triumphs of Establishing and Maintaining an Information Center in a Multi-Campus College District" (Anita Adams); "Putting the 'Service' Back into Computer Services: Organizing Computing for the Effective Delivery of Services" (Betty Le Compagnon and John F. Leydon); "Managing for Successful Innovation" (Eugene E. Payne); and "Organizing for User Services" (Steven Saltzberg and Thomas Miller). SM)

ED 305 072 IR 052 684

Brander, Linda L.
Montana Faxnet Project. Final Report.
Montana State Law Library, Helena.
PUB DATE- Oct 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Delivery Systems; *Demonstration Programs; *Facsimile Transmission; Grants; *Information Retrieval; Law Libraries; State Libraries; *State Programs; *Telecommunications; User Satisfaction (Information); Use Studies

This report summarizes the activities and accomplishments of the Montana Faxnet Project, which was created to design and demonstrate a statewide document delivery network utilizing telefacsimile equipment that would create equitable access for all Montanans accessing and retrieving information, and reduce the waiting time for requested materials from weeks to same day service. This final report on the 2.5 year project discusses: (1) the procurement of equipment; (2) the backgrounds of the client sectors who participated in the demonstration project; (3) strategic market planning; (4) networking techniques used to create a long-term network; and (5) educating the general public about facsimile technology and its potentials. The statistical section of the report provides measurements of the volume of use and patron satisfaction; compares differences in sector usage; and reports the turnaround time required to deliver the information. It is concluded that the use of facsimile technology has diminished the geographical barriers separating the state from national power brokers and made information access more equitable to individuals residing in the state. Seven appendixes include a description of the project requirements and an application form for libraries wishing to participate; an outline of the goals and objectives of the project; a statement of system policy on telefacsimile use; an analysis of the costs of providing telefacsimile services; an invitation to a seminar on "the competitive edge"; a Montana Faxnet information request form; and a form for the user to evaluate Faxnet services. (CGD)

ED 305 086 IR 052 707

The South Carolina Program for Library Development, 1988-1991.
South Carolina State Library, Columbia.
PUB DATE- Jan 89
NOTE- 91p.; For 1987-1990 report, see ED 291 394.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Information Needs; *Library Cooperation; Library Networks; Library Personnel; *Library Planning; *Library Services; *Library Standards; Long Range Planning; Objectives; *Program Development; State Libraries; Statewide Planning
IDENTIFIERS- Library Development; *Library Services and Construction Act; *South Carolina; South Carolina State Library

Prepared as an outline of the long-range South Carolina Library development program required by the Library Services and Construction Act (LSCA), this document describes: (1) the library public, with emphasis on the disadvantaged, illiterate, blind and physically handicapped, persons with limited English speaking ability, the elderly, and the institutionalized; (2) South Carolina's libraries and their needs--including discussions of the state, public, major urban resource, institutional, and academic libraries, technical college learning resource centers (TEC), school library media centers, and special libraries--and library education; (3) the criteria, priorities, and procedures to be used for measuring the adequacy of library services, library construction, and inter-library cooperation; and (4) program goals and objectives, which include the strengthening of the state library, improving public library services, extending library services to the institutionalized and physically handicapped, and facilitating utilization of the state's total library resources by means of library cooperation. (CGD)

ED 305 099 JC 890 126

Edmonson, W. F.
Requiring Ethics Instruction in Community and Junior Colleges: A Mission Unfulfilled.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Codes of Ethics; College Role; Community Colleges; *Ethical Instruction; *Ethics; *Moral Values; Religious Education; Required Courses; Two Year Colleges

This essay offers an argument for including ethics instruction within the community/junior college curriculum. It traces the place of ethical and moral instruction in higher education from the 19th century, when moral philosophy was considered an integral part of the mission of a college, through the period when religious and ethical instruction was removed from the purview of research universities, to the current resurgence of interest in reinstating Western values into the curriculum. Decrying the decadence and decay of modern society, the paper suggests that the conventional wisdom in the academic establishment that condemned ethics instruction and moral education is partly responsible. Links are drawn between instruction in ethics, religion, and democratic values. Finally, the paper makes a plea for including instruction in ethics within the curriculum of every community and junior college as a means of developing a highly educated and ethical workforce. (AYC)

ED 305 127 JC 890 159

Morris, Cathy; And Others
Community College Associate in Arts Degree Graduates: Traditional or Non-Traditional Students? Research Report No. 87-20.
Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- May 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Associate Degrees; *Attendance Patterns; College Credits; Community Colleges; Enrollment Trends; *Nontraditional Students; Part Time Students; Stopouts; *Student Characteristics; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

A study was conducted at Miami-Dade Community College (MDCC) to determine the extent to which the college's Associate in Arts (AA) degree graduates possessed the characteristics of "nontraditional" students (e.g., older, employed, married, or attending on a part-time or stopout basis). A random sample of 400 AA graduates was drawn from the 2,829 students who graduated during the 1985-86 academic year. Transcripts and graduation information system reports were available for 377 of these graduates. Study findings included the following: (1) 74% of the graduates had enrolled on a part-time basis for at least one term, and 28% had attended part time for over half of their attendance at the college; (2) 36% had enrolled for a term and then officially withdrawn from MDCC; (3) 31% skipped at least one major term during their enrollment, and 25% skipped two or more terms; (4) 23% earned credit at other institutions; (5) 64% of the graduates were enrolled for six or more major terms, and 28% for 8 or more; (6) 33% began their enrollment five or more years prior to graduation; (7) 25% had taken some remedial coursework at MDCC; (8) 82% withdrew from at least one course; (9) 80% had made program changes, averaging three changes in major during their attendance; and (10) only 4% of the AA graduates showed any English-as-a-Second-Language credits. (AAC)

ED 305 141 PS 017 855

Beal, Carole R.; Kappel, Kimberly D.
Preschoolers' Memory Development: From Ineffective to Effective Strategies.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Ability; *Cognitive Development; Elementary Education; Elementary School Students; Grade 2; *Preschool Children; Preschool Education; *Recall (Psychology)
IDENTIFIERS- *Overconfidence; *Strategic Behavior

While research provides many examples of preschoolers' overconfidence and overestimation of performance, there has thus far been relatively little investigation of the source of these qualities. Recent research suggests that even 2- and 3-year-old children possess a "theory of mind," and know that they and other people think, know, learn, remember, and forget things. It no longer seems plausible to suggest that preschoolers are entirely unaware of their own cognitive activities or limitations. An alternative theory of overconfidence suggests that preschoolers overestimate the efficacy of their emerging strategies, not their own cognitive capacities. This possibility was empirically tested. A total of 14 preschool children and 10 second grade students watched as a target object was hidden in one of 144 identical locations, and then predicted whether they would relocate the object after a distractor task. Results showed that younger children were more likely than older children to overestimate their performance. Both older and younger children used strategies to help themselves remember the target location, but younger children were less likely to use effective strategies. Results supported the alternative theory of overconfidence. (RH)

ED 305 183 PS 017 908

Soken, Nelson; And Others
Intermodal Perception of Fully Illuminated and Point Light Displays of Dynamic Facial Expressions by 7-Month-Old Infants.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Auditory Perception; Auditory Stimuli; *Facial Expressions; *Infants; *Perceptual Development; Recognition (Psychology); *Visual Perception; Visual Stimuli
IDENTIFIERS- *Intermodal Perception; *Stimulus Characteristics

This study considered two questions about infants' perception of affective expressions: (1) Can infants distinguish between happiness and anger on the basis of facial motion information alone? (2) Can infants detect a correspondence between happy and angry facial and vocal expressions by different people? A total of 40 infants of 7 months of age were shown two videotapes of happy and angry expressions side-by-side while a soundtrack that was affectively appropriate to one of the displays played from a centrally located speaker. Subjects participated in either a fully illuminated or a point light condition. The 12 experimental trials consisted of 6 films of angry expressions and 6 of happy expressions. Films were counter-balanced for lateral position and sound-specification. Observers recorded fixation times to left and right displays. Infants in the point light condition showed a reliable preference for the sound-specified display, which was significant for the second half of the 12-trial session. Infants in the fully illuminated condition showed no preference for the sound-specified display. Results suggest that facial motion information is sufficient for the perception of distinct happy and angry facial expressions, and that infants can detect correspondences between happy and angry affect expressed by different people. (RH)

ED 305 223 SE 050 401

Michell, Mick, Comp.
Better Science: Key Proposals. Curriculum Guide 1.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 34p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 402-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Instructional Development; *Instructional Improvement; *Science Curriculum; Science Departments; Science Education; Science Instruction; Science Teachers; *Secondary School Science
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. Section one of this guide deals with the factors that were the reason for the implementation of a review process, a listing of financial sponsors and other "in kind" help from industry, the organizational structure, and the successes and failures of the committee. There are 16 recommendations regarding the objectives that should have been achieved by students listed in section two. Section three contains resource implications for: (1) children; (2) science teachers; (3) science departments; (4) schools; (5) local education authorities; and (6) the government. Included are an appendix containing a summarized reply from the Rotherham Metropolitan Borough Council Department of Education to the document on curriculum proposals for science education, a list of sources which were used during the research and developmental stages of the review, a list of references, and an index. (RT)

ED 305 236 SE 050 426

Swedler, James A.
The Quark Box--A Particle Physics Game.
PUB DATE- Mar 89
NOTE- 48p.; Drawings may not reproduce well. The 36 3x5 cards referred to (18 quark, 18 anti-quark) are not included here, but the symbols they contain can be seen on the document's last two pages.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Atomic Theory; *Educational Games; Nuclear Physics; *Physics; Science Activities; Science Curriculum; *Science Materials; Sciences; *Scientific Concepts; Secondary Education; Secondary School Science; Worksheets
IDENTIFIERS- *Quarks

This game is designed to be used in junior and senior high school science classes with the purpose of introducing quark theory to students. This material expands on atomic theory and subatomic structure. Quarks are the fundamental building blocks of protons and neutrons. The game will teach students about the standard model of elementary particles, quarks, their symbols, masses, and charges. The game has four parts: (1) build a meson; (2) build a baryon; (3) decode a meson; and (4) decode a baryon. This guide provides worksheets to be used during a five-day period. This game does not include the property of spin in describing mesons and baryons. (Author/YP)

ED 305 266 SE 050 480

Pirkle, Sheila F.; Pallrand, George J.
Gender Differences: Novice Problem Solving Attributes.

PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acceleration (Physics); Decision Making; Females; Field Studies; Grade 9; Graphs; Illustrations; Junior High Schools; *Motion; Novelty (Stimulus Dimension); *Physics; *Problem Solving; Research Projects; Science Instruction; *Secondary School Science; *Sex Differences; Teaching Methods
IDENTIFIERS- *Flight Protocol

This research compared the performance of ninth grade females and males on flight protocol, with particular attention to interpretation of the graphs of paths of falling bodies, rolling objects, and projectiles. These subjects were chosen because they had received no formal instruction in projectile motion, yet through typical life experience, had encountered the phenomena associated with the concept and therefore could assume to be novices. Flight protocol is composed of a problem sequence presented as a structured protocol during which the subjects individually participate in a clinical interview lasting about one hour. Questions are asked which involve the subjects in making predictions. The predictions are represented as graphs. Their prediction is then compared with the computer representation of the same problem on the monitor. Flight protocol is divided into four phases: intuitive or background knowledge; pattern matching; transformation; and post experimental. The results suggested that there was no significant difference in the performance of ninth grade female and male groups on the flight protocol. Findings suggest teachers should focus on the critical features of graphs rather than surface features, and encourage all students to similar levels of competency. (MVL)

ED 305 280 SO 019 737

Summary Report of the Proceedings of the Annual Model U.N. Seminar (9th, New York, New York, July 8-10, 1988).

United Nations Association of the United States of America, New York, N.Y.; United Nations Environment Program, New York, N.Y.

PUB DATE- 88

NOTE- 17p.; For related documents, see SO 019 736-738. Printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Institutes (Training Programs); *Leadership Training; Seminars; Social Studies; Supervisory Training; Workshops

IDENTIFIERS- *Model United Nations Program; Summarization; United Nations

The purpose of this Model United Nations (UN) seminar for faculty advisors and conference leaders was to provide seminar participants with new and innovative ideas to more effectively simulate the complex UN system. This document summarizes seminar speeches presented by: (1) James Jonah, Assistant U.N. Secretary-General; (2) Frank Pinto, Interregional Energy Advisor; (3) Derek Boothby, Senior Political Affairs Officer; (4) Bertrand Ramcharan, Chief of the Drafting Service; and (5) Lola Costa-Esmard, First Assembly Affairs Officer. Brief summary reports are provided about individual faculty advisor's workshops on administration, information sources, social studies curriculum, and student skill development in relation to Model UN programs and about conference leaders' workshops in terms of Model UN staff management, conference services, size and scope of the model programs, and crisis simulations and innovations. Reports on two seminar plenary sessions are also provided. The first plenary, entitled "The United Nations' Importance to the Future of Succeeding Generations," opened with a speech by Peter Bruckner, Denmark's UN Ambassador. The second plenary, called "Building the Model UN movement: The Model United Nations Consortium," was opened by James Muldoon, Jr., Director of the Model UN and Assistant Director of the United Nations of Association of the United States of America (UNA-USA). (JHP)

ED 305 312   SO 019 802

McKinney, C. Warren; And Others
Preservice Elementary Education Majors' Knowledge of Economics.
PUB DATE- 88
NOTE- 27p.; For related documents, see SO 019 803-805.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economics Education; Educational Improvement; Educational Research; *Education Majors; *Elementary Education; Elementary School Teachers; Higher Education; *Knowledge Level; Methods Courses; *Preservice Teacher Education; *Social Studies; Teacher Effectiveness; Teacher Improvement; Teacher Qualifications

Evidence that elementary school children possess inadequate economic knowledge is presented, and four arguments are outlined for the importance of economics education in the public schools: (1) economic knowledge is essential to civic duty in a democracy; (2) economic knowledge is important when individuals attempt to function rationally in a complex, industrial society; (3) economic knowledge is unlikely to be acquired without instruction; (4) prior research indicates that children in the earliest grades can learn economic concepts if exposed to an appropriate social studies curriculum. It is suggested that elementary students perform poorly on economics achievement tests due to inadequate economics knowledge possessed by their teachers. This study is designed to assess preservice elementary education teachers' knowledge of economics. Form A of the "Test of Economic Literacy" was administered to 113 students enrolled in social studies methods courses at a southern university. This 46-item test was subdivided into the following seven content areas: the basic economic problem, economic systems, microeconomics, macroeconomics, the world economy, economic institutions, and concepts for evaluating economic actions and policies. Student performance was evaluated and presented in nine tables detailing the percentage of correct responses by content area. Using 70 percent as the cutoff for a passing grade, only three students passed the test. The relationship between teacher knowledge and student achievement is discussed, and additional economics training for teachers is recommended. A 17-item bibliography is included. (GEA)

Nichols, James O.
Institutional Effectiveness and Outcomes Assessment Implementation on Campus: A Practitioner's Handbook.
REPORT NO.- ISBN-0-87586-089-3
PUB DATE- Feb 89
NOTE- 206p.
AVAILABLE FROM- Agathon Press, 111 Eighth Avenue, New York, NY 10011 ($21.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Assessment; Educational Attitudes; Educational Quality; *Higher Education; Institutional Evaluation; *Institutional Role; Mission Statements; *Organizational Objectives; *Outcomes of Education; School Effectiveness

A guidebook for the individual or group of persons on a college campus responsible for implementation of institutional effectiveness or outcomes assessment activities is presented in seven chapters. Chapter 1 explains the handbook's use in institutional effectiveness and outcomes assessment implementation, and Chapter 2 gives an overview of the institutional effectiveness implementation plan: its assumptions, basis, and execution. In Chapter 3, on building the necessary institutional-level foundation for institutional effectiveness in the first year, resource sections include: (1) "Developing the Expanded Statement of Institutional Purpose" (Michael Yost); (2) "Attitudinal Surveys in Institutional Effectiveness" (Gale Bridger); (3) "Cognitive Assessment Instruments: Availability and Utilization" (Marsha V. Krotseng); and (4) "Assessment-Related Information from the Institutional Data Systems" (Bobby H. Sharp). Chapter 4 covers detailed design at the departmental level, and includes two resource sections: "Setting Intended Educational (Instructional), Research, and Service Outcomes and Administrative Objectives" (Linda Pratt, Donald Reichard, and Brenda Rogers) and "Designing the Assessment Process" (Linda Pratt, Donald Reichard, and Brenda Rogers). Chapter 5 is on initial implementation, chapter 6 covers establishment of the annual institutional effectiveness cycle, and chapter 7 is on maintaining institutional effectiveness operations over an extended period of time. Appended are a university expanded statement of institutional purpose, and examples of linkage between expanded statement of institutional purpose, departmental/program intended outcomes/objectives, and assessment criteria and procedures.(SM)

ED 305 169 PS 017 885

Palincsar, Annemarie Sullivan; And Others
Collaborating in the Interest of Collaborative Learning.
SPONS. AGENCY- Department of Education, Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 6 Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- NICHHD-PHS-05951; OSE-G008400648
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Cooperation; Cooperative Learning; *Educational Practices; *Program Implementation; Research and Development; *Research Problems; Research Projects; *Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- *Collaborative Learning; Primary Education

Initial difficulties in the process of teaching 6 first-grade teachers to use reciprocal teaching in their classes, and the disappointing outcomes of the instruction, led researchers to several conclusions. Researchers realized that the beliefs teachers held about the nature of knowledge and the process of knowledge acquisition had a powerful role in determining the design and outcome of collaborative learning arrangements in class. It is argued that unless researchers attend to such beliefs and the educational practices that are shaped by them, they will be stymied in their attempts to implement findings regarding the benefits of collaborative learning in class. A second attempt to implement reciprocal teaching in the classes of a subset of the teachers resulted in outcomes that were in line with the positive outcomes of a pilot study. In this attempt, researchers took care to collaborate with teachers. Discussion begins with an exploration of beliefs and practices espoused by advocates of collaborative learning, and their relation to the beliefs that drive normative practice in today's schools. Concluding discussion focuses on three issues: (1) selecting collaborative learning tasks; (2) structuring collaborative interactions among students; and (3) grouping students in collaborative learning arrangements. (RH)

ED 305 209 RC 017 022

Guerena, Salvador, Comp.; Gonzalez, Raquel Quiroz, Comp.
Chicanos: A Checklist of Current Materials, No. 2, July-December 1985.
California Univ., Santa Barbara. University Library.
PUB DATE- 85
NOTE- 18p.; For January-June 1985 checklist, see ED 297 911.
AVAILABLE FROM- Coleccion Tloque Nahuaque, Library, University of California, Santa Barbara, CA 93106 (free, current issues only).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Background; *Ethnic Studies; Hispanic American Culture; Hispanic American Literature; Hispanic Americans; Latin Americans; *Library Collections; Library Materials; Mexican American Education; Mexican American History; *Mexican Americans; Reading Materials; *Reference Materials
IDENTIFIERS- *Chicanos; *Chicano Studies; *Coleccion Tloque Nahuaque; Mexico

This bibliography of 148 new titles in the Coleccion Tloque Nahuaque contains materials for and about Hispanic Americans, particularly Mexican Americans. The largest subject divisions are literature with 24 titles, bilingual education with 18, and history with 15. Other subject areas include agricultural labor, anthropology, art, bibliographies, border studies, constitutional history and administration, cookery, dictionaries, economics, education, emigration and immigration, film, folklore, guides and directories, language, library science, media, mental health, religion, sociology, Chicano theater, U.S.-Mexico relations, and women. Entries in Spanish as well as English are included. (SV)

ED 304 944   FL 017 934

Jackson, Faith L.
Interpersonal Communication and Peer Selection of Afro-Americans.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Communication Skills; Females; *Interpersonal Communication; *Middle Aged Adults; *Older Adults; *Peer Relationship; Popularity; Self Esteem

A study investigated the role of specific functional communication skills in the choice of peers within a small social network in a single population: older Afro-American women. Subjects were nine women aged 55-79 attending a senior citizens' center. A questionnaire was used by subjects to rate the importance they attach to 26 specific expressive and receptive communication skills. A sociogram was designed to allow recording of the subjects' choice of partners for social activities including eating meals, taking walks, watching television, playing cards, talking seriously, playing games, talking casually, shopping, sharing a room, and taking a trip. Results showed no statistically significant relationships between self-reported value on communication skills and the frequency with which a partner was chosen for social activities, but some consistency was found in how subjects chose partners. Two individuals ranking themselves highest in the importance of communication skills, and making little distinction between expressive and receptive skills, were consistently selected by peers for interpersonal interaction. Subjects reporting the greatest discrepancy in importance between expressive and receptive skills were the least often chosen for interaction. It is concluded that subjects with the highest self-esteem, as indicated by their questionnaire responses, may be seen similarly by their peers. (MSE)

ED 305 044 IR 013 720

Anderson, Samuel
The Mobile Satellite Services Market.
PUB DATE- 1 Nov 88
NOTE- 47p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; Competition; *Cost Effectiveness; Economics; *Marketing; *Mathematical Models; *Standards; Telecommunications
IDENTIFIERS- *Demand; *Pricing

Mobile satellite (MSAT) technology is the basis for a new component of the telecommunications industry capable of providing services to small inexpensive subscriber terminals located almost any place in the world. The market for MSAT space segment capacity (bandwidth and power) is a natural monopoly that can be logically and technically distinguished from the market for MSAT services. The production of services relies on satellite power and bandwidth as factor inputs. From a social welfare perspective it is advantageous that the market for services be competitive to generate incentives for firms to probe the cost and demand surfaces of the service space. The demand for services is defined by subscriber choices in two distinct markets. The initial choice involves the selection of a terminal, determined by a tradeoff between price, functionality, and the price of usage, which may vary for terminal types. The subscriber then chooses among service offerings subject to the constraints imposed by the technical attributes of the terminal. The "physical" layer service standards, which specify terminal antenna gain, modulation, and error-correction coding, are evaluated in an engineering-economic analysis that models the variable cost of producing basic communications capacity. The demand for MSAT is considered in two parts: a reservation price for the subscriber terminal and the demand for usage. The demand for usage is a function of a vector of quality attribute variables. Of these, channel throughput (measured in bits per second), because of its importance for the supply of digitalized voice quality, is isolated as the most crucial to the determination of a subscriber's terminal reservation price as well as the subscriber's usage demand. The text is supplemented by eight figures and an appendix presents representative power budgets for a global beam mobile satellite link. (33 references) (Author/EW)

ED 305 100 JC 890 130

Licata, Paul; Snider, William J.
Minimum Competency Factors: In and Out of the Classroom.
Valencia Community Coll., Orlando, Fla.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Grades (Scholastic); Higher Education; *Minimum Competency Testing; *Predictor Variables; Required Courses; Scores; *Test Coaching; Two Year Colleges

In 1987, a study was conducted to evaluate the ability of several variables to predict student performance on Florida's minimum competency test for rising juniors, the College Level Academic Skills Test (CLAST). The variables included grades received in required courses; semesters elapsed prior to taking required courses after entering college; semesters elapsed between successful completion of coursework and taking the CLAST; completion of coursework in composition, reading, and math beyond required levels; and participation in a school-sponsored review session for one or more subtests of the CLAST. A random sample of 288 students selected from the 400 students from a moderately sized community college who took the 1984 CLAST was analyzed in terms students' status as first-time or repeat takers and in terms of students' participation in the review courses. Study findings included the following: (1) students with a grade of C or better in a class usually did well on that respective subtest of the CLAST; (2) among students who did not take a reading class, those who took the CLAST review course performed worse on the reading subtest than those who did not take the review course; (3) for students retaking the CLAST in 1984 without having taken a review course, grades in Composition I and II were the strongest indicators of success on the grammar subtest; and (4) the overall passing rate for the essay subtest was 85.6%, with 92.4% of those taking the test for the first time passing, compared to 27.2% of those retaking the test. (AAC)

ED 305 114 JC 890 145

Survey of Applicants for Graduation, FY89.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- Apr 89
NOTE- 42p.; Prepared by the Office of Institutional Research.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Graduate Surveys; *Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

Each year, as Catonsville Community College (CCC) students apply for graduation, they are asked to complete a questionnaire concerning their post-graduation plans and their opinions about their college experience. Results of the survey conducted in 1988-89, based on responses from 799 students, included the following: (1) 78% expected to receive an associate degree, 11% indicated that they would receive both a certificate and an associate degree, and 11% said they would receive a certificate; (2) 50% indicated plans to transfer in the summer or fall to a four-year college; (3) of those planning to transfer, 60% planned to attend part-time and 40% full-time; (4) only 9% did not plan to work; (5) 39% felt their degree would be helpful in getting a full-time job, while 37% thought it would help them change jobs or careers; (6) 44% attended CCC to get a degree, and 33% attended to earn credits for transfer to another school; and (7) 96% rated the overall quality of instruction and 95% rated the overall quality of their college experience as "good" or "excellent." The report includes the graduates' rating of instructors and open-ended comments concerning students' most positive experiences during their stay at CCC. The questionnaire is included. (AJL)

ED 305 156 PS 017 871

State Profiles: Early Childhood & Parent Education and Related Services.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- 88
NOTE- 645p.
AVAILABLE FROM- Council of Chief State School Officers, 400 North

Capitol Street, N.W., Suite 379, Washington, DC 20001 ($30.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Coordination; Criteria; Early Childhood Education; Eligibility; Family Health; *Family Programs; Federal Aid; Human Services; Individual Needs; National Surveys; *Parent Education; Participation; Profiles; Program Descriptions; Program Evaluation; *Public Policy; State Aid; *State Government; *State Programs; Welfare Services
IDENTIFIERS- District of Columbia; Guam; Puerto Rico

In order to create a base of information about early childhood and related services that would be useful to chief state school officers and other education policymakers, the Study Commission of the Council of Chief State School Officers developed and distributed a questionnaire to its members. The commission's aim was to collect information on the services in each state that were available to young children from birth through five years of age and their families. The questionnaire elicited descriptions of services available. Descriptions included eligibility criteria, number of eligible children served, and source and amount of state or federal appropriations. Inquiries about programs were sent to state departments of education and state departments of public health, welfare, and human services. The content of the state profiles is provided in both text and tables. The state profiles are followed by a separate policy section that includes answers to the second part of the questionnaire. This second part requested details of state policy regarding early childhood services, coordination of state agencies' efforts, obstacles encountered, evaluation data collected, and areas of unmet need. A chart of responses is provided for quick reference. Responses came from the 50 states, the District of Columbia, Guam, and Puerto Rico. (RH)

ED 305 297 SO 019 769

Lessons in Law for Middle Grades: Grade Eight.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.
SPONS. AGENCY- North Carolina Governor's Crime Commission, Raleigh.
PUB DATE- 88
NOTE- 72p.; For other booklets in this series, see SO 019 814-817. Some materials are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Curriculum Enrichment; Grade 8; Instructional Materials; Junior High Schools; Justice; *Law Related Education; Legal Responsibility; Resource Units; Social Studies; State Curriculum Guides; Teacher Developed Materials; *United States History
IDENTIFIERS- Authority; *North Carolina

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina state social studies state curriculum, and the materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade eight contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and 11 teacher developed lessons that focus on the law in U.S. history. The legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and a culmination activity are outlined for each of the 11 lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

ED 304 929 FL 017 886

Abrate, Jayne
Techniques of Teaching Business Correspondence in French.
PUB DATE- Apr 88
NOTE- 17p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Correspondence; Classroom Techniques; *French; Higher Education; *Languages for Special Purposes; *Language Styles; *Letters (Correspondence); Second Language Instruction

A framework for using the material contained in French high school business correspondence manuals to teach business correspondence in French as a second language is presented. The intent is to introduce the function of various letter formats and to facilitate deciphering the content of the letters. Exercises promote situational analysis of information to be conveyed as well as directed and free letter composition. Three aspects of French letter-writing are emphasized: (1) the purpose and formalities of common types of business letters; (2) the cultural ramifications of style, word selection, and tone; and (3) the set expressions and "formulas" of standard correspondence vocabulary. Guidelines to be used in preparing to write a letter are outlined, and some class exercises are described. (MSE)

ED 304 973 HE 022 276

Enrollment Tables.
University System of Georgia, Atlanta.
PUB DATE- Dec 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; College Freshmen; College Students; *Enrollment Trends; Graduate Study; Higher Education; In State Students; Out of State Students; Professional Education; *State Colleges; State Universities; Two Year Colleges; Undergraduate Study

IDENTIFIERS- *Georgia; Georgia University System

A set of tables is provided summarizing fall enrollment from 1979 through 1988 in the university system of Georgia. The following types of data are provided: headcount enrollment; joint enrollment; developmental studies, freshmen, sophomores, juniors, seniors, graduate students, professional enrollment, transients, others, EFT enrollment, entering freshmen, black students, and Georgia resident/non-resident enrollment. Data are given by institution, with subtotals for universities, senior colleges, and two-year colleges. (KM)

ED 304 959 HE 022 245

Fall 1987 Minnesota Post-Secondary Education Enrollment Survey. Basic Data Series Report Number 16.
Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- Jun 88
NOTE- 569p.
AVAILABLE FROM- Higher Education Coordinating Board, 550 Cedar Street, St. Paul, Minnesota 55101.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; College Attendance; College Freshmen; *Educational Demand; *Enrollment; Enrollment Influences; *Enrollment Trends; Full Time Students; Higher Education; Part Time Students; Private Colleges; Sex; State Colleges; State Surveys; State Universities; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Minnesota

The Minnesota Higher Education Coordinating Board annually publishes a report of enrollments in Minnesota post-secondary education. The enrollment data presented here were provided by Minnesota public and private postsecondary education institutions in fall 1987. The 1987 enrollments are compared to the preceding four years. This annual report, the fifth one to be generated from the student record database, contains the following five sections: (1) fall 1987 headcount enrollments with a 5-year summary of total headcount, of full- and part-time enrollment, of male and female enrollment, and of new entering freshmen; (2) fall 1987 institution enrollment reports; (3) full-year equivalent enrollments and average daily memberships and a 5-year summary of full-year equivalent enrollment and average daily membership enrollment; (4) enrollment by county of residence report by system; and (5) new entering freshmen participation ratios to high school graduating seniors. For each section, the state university system, community college system, technical institutes, University of Minnesota, private vocational schools, private two-year colleges, private four-year colleges, private professional schools, and state totals are considered. (SM)

ED 304 988   HE 022 292

Knight, Shirley; And Others
Sophomore Cohort Postsecondary Education Transcript Study. High School and Beyond. Technical Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-675
PUB DATE- Jul 88
NOTE- 83p.; Data Series: SP-HSB-87-1.0.
CONTRACT- 300-84-019
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; College Bound Students; *Computer Uses in Education; Data Analysis; Databases; Data Collection; *Data Processing; Higher Education; High School Graduates; Recordkeeping; Research Reports; *Student Records; Surveys
IDENTIFIERS- *High School and Beyond (NCES); Postsecondary Education Transcript Study

Procedures are described that were used to collect and process postsecondary school transcripts for a subsample of members of the younger (i.e. 1980 sophomore) cohort of the High School and Beyond study who attended postsecondary institutions at any time after leaving high school. Five chapters are as follows: (1) introduction (the National Center for Education Statistics Longitudinal Studies Program, relationships between High School and Beyond and the National Longitudinal Study of the High School class of 1972, history of High School and Beyond, related studies, other files, and scope of the Postsecondary Education Transcripts Study); (2) data collection (objectives, mailings, results); (3) data preparation (objectives, data organization, computer-assisted data entry (CADE), and data quality management); (4) data processing (machine editing, organization and content of the data file, merging records, and a cautionary note on the use of credits and grades data in the postsecondary transcripts database); and (5) sample design and implementation (base year sample design, 1980 sophomore cohorts sample design, the Senior and the Sophomore Cohort Postsecondary Education Transcript Study sample, sample weights, and standard errors and design effects). Exhibits include research design for National Education Longitudinal Studies and sample CADE screens. Appended are (1) a list of endorsing institutions with the content of school transcript request packages, and (2) a list of course subject codes in numerical order. Tables are included.(SM)

ED 305 016   HE 022 335

Whitman, Neal A.; Fife, Jonathan D., Ed.
Peer Teaching: To Teach Is To Learn Twice. ASHE-ERIC Higher Education Report No. 4, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-48-9
PUB DATE- 88
NOTE- 103p.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Instruction; College Students; Cooperative Learning; Educational Innovation; *Educational Methods; Higher Education; Nontraditional Education; Peer Influence; *Peer Teaching; Student Development; *Teaching Methods
IDENTIFIERS- Peer Coaching

Efforts in higher education to use students as teachers (peer teaching), thus providing them with the benefits traditionally enjoyed by professors are described. Four sections focus on the following: (1) peer teaching and the psychological basis for its benefits (cognitive level, affective level, and peer learning); (2) types of peer teaching used in higher education (teaching assistants, tutors, counselors, partnerships, and work groups); (3) strategies for academic planners (public relations, recruitment and selection, training, peer teaching manuals, and systematic approaches); and (4) how the classroom teacher can implement peer teaching (peer teaching experiences and approaches to peer teaching). The importance of further study to know whether different peer groups can be used consciously to enhance the learner's commitment to academic work is noted. A review of the literature on the subject reveals a need to better study the role of the professor in peer teaching. The fact that evaluation of peer teaching is fairly primitive raises the points that faculty should proceed cautiously in starting new programs, and there is a huge opportunity for evaluation studies. Recommendations from current literature include the following: learning may occur when students work cooperatively, both peer teachers and peer learners learn, and learning may increase with a blend of situations in which professors are present and are not present. Contains about 130 references. (SM)

ED 305 030 HE 022 360

Information Technology: Making It All Fit. Track V: Impact of Departmental Computing.

CAUSE, Boulder, Colo.

PUB DATE- 89

NOTE- 75p.; In: Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference; see HE 022 355.

AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Organization; Administrators; Change Strategies; Computer Software; *Computer Uses in Education; Databases; *Decentralization; *Departments; Higher Education; Information Networks; *Information Technology; *Management Information Systems; Microcomputers; Private Colleges; State Universities; Technology Transfer; Telecommunications; Two Year Colleges; Urban Schools; *Users (Information)

IDENTIFIERS- Alamo Community College District TX; *CAUSE National Conference; City University of New York Hunter College; Decision Support Systems; Los Rios Community College District CA; Stanford University CA; University of Colorado Colorado Springs; University of Maryland College Park; University of Wisconsin Stevens Point; Virginia Polytechnic Inst and State Univ

Seven papers from the 1988 CAUSE conference's Track V, Impact of Departmental Computing, are presented. They include: "An Approach to Departmental Computing Support" (Cedric S. Bennett); "DEANS--A Fully Integrated Academic Network System" (Eloy Areu, Albert Klavon, and Robert Munn); "Departmental Systems for Administrative Functions" (Stephen Patrick, Stan Sokol, and Wayne Donald); "The Creation of an Executive On-Line Decision Support System" (Charles W. Burmeister); "Integrating a DEC and IBM Environment between Campuses" (Ralph J. Wilson); "Bridging the Gap between the Data Base and User in a Distributed Environment" (Richard D. Howard, Gerald W. McLaughlin, and Josetta S. McLaughlin); and "Remote Operation of a Micro Software Package through a Mainframe Communications Network" (S. Paul Steed). (SM)

ED 305 059 IR 013 735

Miscellaneous Papers Presented at the Telecommunications Policy Research Conference.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Oct 88
NOTE- 963p.; Papers presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-734.
LANGUAGE- English
EDRS Price - MF07/PC39 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cable Television; Competition; *Economics; *Federal Regulation; Networks; *Policy Formation; Radio; Research; Technology; *Telecommunications; *Telephone Communications Industry; Television; Utilities; Video Equipment
IDENTIFIERS- *Divestment; Pricing; Rate of Regulation; *State Regulation

This document consists of 26 miscellaneous conference papers that consider various aspects of telecommunications policy, as follows: (1) "New Communications Systems and Services" (Baer); (2) "Regulatory Incentive Mechanisms and Political Action" (Baron); (3) "Efficiency Issues in Competitive Allocation of the Broadcast Spectrum" (Borenstein); (4) "Divestiture Policy Considerations in an Information Services World" (Brennan); (5) "The Effects of Household Characteristics on Telephone Usage and Class of Service Choice" (Cox); (6) "Modeling the Effects of Household Characteristics on Telephone Usage and Class of Service Choice" (Cox and Ruud); (7) "Regulation Games" (Gilbert and Newbery); (8) "Exploring the Hidden Costs of Overbuilds" (Glist); (9) "The Economics of the 'New' Hollywood" (Gomery); (10) "Privatization of NTT in Liberalized Japanese Telecommunications Market" (Hayashi and Toda); (11) "Repeated Auctions of Incentive Contracts, Investment, and Bidding Parity with an Application to Takeovers" (Laffont and Tirole); (12) "The Economics and Pricing of Broadband" (Levin); (13) "Ratings Policy and Public Policy" (Miller); (14) "Open Interconnection and the Economics of Networks" (Mueller); (15) "The Political Economics of State Responses to Divestiture and Federal Deregulation in Telecommunications" (Noll and Smart); (16) "The Uniform Settlements Policy in International Telecommunications" (O'Brien); (17) "The Conflict Between Spectrum Efficiency and Economic Efficiency" (Rogers and Woodbury); (18) "Trigger Price Regulation" (Salant and Woroch); (19) "Behind the Scenes Power in Japan's Information Industry" (Salvaggio); (20) "Alternatives to Rate of Return Regulation in the Telecommunications Industry" (Sievers); (21) "State Regulators, Legislators, and U S West" (Teske); (22) "Frequency Spectrum Deregulation, Property Rights and Markets" (Webbink); (23) "ATV Standards and Trade in Recorded Video Entertainment" (Wildman); (24) "Estimation of a Market Growth Model with Network Externalities and Dynamic Pricing Using an Extended Kalman Filter" (Xie and Sirbu); (25) "Reneging by Cable Operators on Their Franchise Promises" (Zupan); and (26) "Cable Franchise Renewals" (Zupan). The texts are supplemented by various tables and figures; most of the papers also contain references. (EW)

ED 305 073 IR 052 685

Payne, Judith; And Others
Public Libraries Face California's Ethnic and Racial Diversity.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- California State Library, Sacramento.
REPORT NO.- ISBN-0-8330-0896-X; RAND/R-3656-SUL
PUB DATE- May 88
NOTE- 113p.; This report was prepared as a background paper for a California State Library Conference (May 1988).
CONTRACT- PR5738
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main St., PO Box 2138, Santa Monica, CA 90406-2138 ($7.50 per copy, discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ethnic Groups; *Information Services; *Library Role; *Public Libraries; *Racial Factors; State Libraries; *User Needs (Information)
IDENTIFIERS- *Diversity (Groups)

Based on a study undertaken for a conference on the implications of California's increasing ethnic and racial diversity for the state's public libraries, this paper was prepared to serve as a background paper for the conference and provide a context for the conferees' deliberations. The first of eight sections describes an analytical study that considers whether a problem exists and if there are barriers to minorities, and describes the research methodology. The second section summarizes the methodology, including the analytical framework used to examine how libraries work, and the third section provides background information on public libraries in California today. The fourth section provides a profile of the state's ethnic and racial composition in 1985 and in 2000 in relation to public libraries. Sections 5 and 6 assess libraries' adaptation policies vis-a-vis the communities' characteristics and the systematic obstacles that libraries face when they attempt to adapt to diversity. Responses to these obstacles are suggested in the seventh section, and the eighth poses questions about the ways in which libraries serve California's racially and ethnically diverse public. Three appendixes include: (1) ethnic and racial profiles of California counties, 1985-2000; (2) a list of members of the study committee; and (3) maps showing the distribution of minority groups. (122 references) (CGD)

ED 305 087   IR 052 708

Schlenker, Richard M.

Science Information Storage and Access: Data Management Using Appleworks.

PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Database Management Systems; Elementary Secondary Education; Higher Education; *Information Retrieval; *Information Storage; *Science Instruction
IDENTIFIERS- *AppleWorks

This report describes a data management process that provides users with a systematic approach to document identification, and to information storage and retrieval using the AppleWorks database subprogram and a simple organizational scheme. The functions of this scheme are described and include: (1) taking the user from general to specific information on documents the user has stored; (2) accounting for the storage of start-up programs and data disks; (3) providing built-in redundancy to protect the user against the possibility of document loss; (4) greatly reducing document retrieval time; and (5) offering several hundred different information access codes for use in document file searches. How this management approach can be developed is illustrated through a description of, and an explanation of how each component works in the information storage and access system. It is suggested that users try this system if their current document identification and subsequent retrieval system is not working at the optimum for them. (CGD)

ED 305 128 JC 890 160

Losak, John; Morris, Cathy

Comparative Ethnic Enrollment in American Colleges and Universities. Research Report No. 87-23.

Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Aug 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Students; Colleges; *College Students; Community Colleges; Comparative Analysis; *Enrollment Trends; *Ethnic Distribution; Higher Education; *Hispanic Americans; *Two Year College Students; Universities

Drawing from data on ethnic enrollments in colleges and universities in the United States published in the "Chronicle of Higher Education," this report provides lists of the colleges and universities with total fall 1984 enrollment of 20,000 or more that had the highest and lowest numbers of Black and Hispanic students. Specifically, the lists rank the 20 institutions with the largest number of Black students, the 10 institutions with the lowest Black enrollment, the 20 colleges with the largest Hispanic enrollment, and the 10 institutions with the lowest Hispanic enrollment. For each college or community college district, the report provides information on location, total fall enrollment, percent of the total enrollment that were Black or Hispanic, and number of Black or Hispanic students. The report highlights the fact that Miami-Dade Community College not only enrolled more Hispanic students than any other institution of higher learning in the United States (N=18,724), but also had virtually double the number of students (N=9,511) of San Antonio Community College in Texas, the second-ranked institution. The schools with the largest Black enrollment were the Cuyahoga Community College District in Ohio, where Black students numbered 6,468 or 25.9% of the total enrollment, Wayne State University in Michigan, which enrolled 6,366 Black students, comprising 21.9% of the total enrollment, Houston Community College in Texas, which enrolled 5,526 Black students or 22.0% of the total enrollment, and Miami-Dade, which enrolled 5,124 Black students, making up 13.6% of the total enrollment. The schools with the smallest number of Black students were Brigham Young University (N=30 or 0.1%), the University of Utah (N=123 or 0.5%), and Orange Coast Community College in California (N=259 or 1.2%). The four colleges with less than 100 Hispanic students were Memphis State University in Tennessee (N=43 or 0.2%), the University of Kentucky Community College System (N=71 or 0.3%), the University of Tennessee (N=78 or 0.3%), and the University of Akron (N=80 or 0.3%). (AAC)

ED 305 142 PS 017 856

Jones, Molly M.

The Longitudinal Evaluation of Early Childhood Education Interim Report: The Half-Day Child Development Program for Four-Year-Olds.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Oct 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Demography; *Developmental Programs; *Early Childhood Education; Educational Improvement; High Risk Students; Longitudinal Studies; *Preschool Children; *Program Effectiveness; Program Evaluation; State Programs; *Student Characteristics
IDENTIFIERS- Half Day Programs; *South Carolina

Examined were characteristics of participants in the first four classes of South Carolina's Half-Day Child Development Program for 4-Year-Olds. The first- and second-grade experiences of children who participated in the pilot class of 1983-84 were also investigated. Participants in 1983-84 were 1,050 children in 18 school districts; in the 1988-89 school year the majority of those children were in Grade 4. A comparison group was formed by random selection of 5,000 children who attended the first grade in 1986-87. Results indicated that the majority of program participants were children whose economic, social, and educational backgrounds pointed to a high risk of academic difficulty. In spite of their high risk levels, these participants demonstrated academic achievement similar to that of typical South Carolina students with similar demographic characteristics but lower degrees of educational and economic risk. Reading and mathematics test scores have provided positive assurance that the program is successfully improving the academic outlook for participants. The normal rate of grade repetition shown by these children indicates a positive program effect. (RH)

ED 305 184 RC 016 760

Nelson, Byron, Jr.
Our Home Forever. The Hupa Indians of Northern California. 1988 Reprint .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-935704-47-7
PUB DATE- 78
NOTE- 224p.
GRANT- ES-22363-75-322
AVAILABLE FROM- Howe Brothers, P. O. Box 6394, Salt Lake City, UT 84106 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; *American Indian Reservations; Cultural Background; *Ethnology; *Federal Indian Relationship; Reservation American Indians; State History; Treaties; Tribes
IDENTIFIERS- *California (North); *Hupa (Tribe)

For thousands of years, the people of the Hupa tribe have lived in villages beside the Trinity River in a beautiful rich valley in northwestern California. Hupa culture and traditions are extensive, elaborate, and intimately bound up with their homeland. The first white men entered the valley in 1828, although coastal traders' goods had filtered inland for 50 years previously. By 1850, the presence of thousands of gold seekers in the area and resulting incidents of violence led the U. S. Congress to send a commissioner to northern California. He negotiated a treaty with area tribes, but Congress rejected it. Fifteen bloody years followed, during which the Hupa employed passive resistance, clever strategy, and open warfare to maintain their place in the valley. In 1864, a new treaty set aside all of the valley as a reservation. The Hupa then endured 65 years of government attempts to "civilize and Christianize" them and destroy their ancient culture. By 1930, it had become clear that governmental policies had brought disaster to many of the nation's native peoples. Sweeping policy revisions initiated the practice of consultation with the tribal council, drastically changed Indian education, and led to economic development in the valley. The book contains many old photographs and maps, extensive notes on each chapter, and source information.

Appendices include the treaties of 1851 and 1864, proclamations and executive orders from 1864 to 1912, list of Indian agents from 1864 to 1930, and a chronology of reservation surveys and allotment attempts from 1875 to 1935. (SV)

ED 305 197 RC 017 000

Interstate Migrant Education Council: A Special Project of the Education Commission of the States. Annual Report 1986-1987.

Education Commission of the States, Denver, Colo.

PUB DATE- 87

NOTE- 14p.; Prepared by the Interstate Migrant Education Council. For 1987-1988 report, see RC 017 019.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Conferences; Educational Legislation; Federal Legislation; High Risk Students; Information Dissemination; *Information Networks; Institutional Cooperation; *Interstate Programs; *Migrant Education; Migrant Problems; *Migrant Programs; Political Issues; Program Descriptions; Student Needs

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Interstate Migrant Education Council

This annual report summarizes the activities and accomplishments of the Interstate Migrant Education Council (IMEC) during its 1986-87 project year. Extensive work on reauthorization legislation, planning for a national forum on youth-at-risk issues, and preparation of migrant education research were IMEC's major achievements during the period. IMEC's members, representing 16 states with 85% of the nation's rural migrant youth, were engaged in activities aimed at increasing the awareness of migrant students' needs among legislators, educators, and business leaders. Dialogue continued among specialists who, without IMEC, would not have had the vehicle to exchange ideas. IMEC's overall goals are aimed at increasing public awareness of the needs of migrant students, facilitating interstate cooperation among migrant education programs, and developing unique means to minimize difficulties faced by migrant students. Major IMEC achievements include: cooperation on recommendations for reauthorization of the Education Consolidation Improvement Act Chapter 1; planning and preparation for the National Forum for Youth At Risk in Washington, D.C.; publication of "Migrant Education: A Consolidated View," a comprehensive research effort; coordination of efforts with major education organizations; maintenance of linkages with federal programs and agencies; coordination with other migrant programs; participation in state-based workshops, conferences, and so forth; and publication of articles on migrant education. Plans for 1988 include focus on migrant demographics, the effects of the changing economics of agriculture on migrant education, and problems migrant students face in making the transition from secondary to postsecondary education. This document also includes a summary of the status of IMEC recommendations for federal legislation. (TES)

Nicol, Fred, Jr.; Bruce, Louis
Striving for School Effectiveness in Indian Education. The 14th Annual Report to the Congress of the United States. Fiscal Year 1987.
National Advisory Council on Indian Education, Washington, D.C.
PUB DATE- 88
NOTE- 73p.; For the 13th annual report, see ED 297 901.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; Annual Reports; *Demonstration Programs; Elementary Secondary Education; Federal Aid; Federal Indian Relationship; *Federal Legislation; Federal Programs; *Public Administration; Trust Responsibility (Government)
IDENTIFIERS- *Indian Education Act 1972 Title IV; Indian Education Program; *National Advisory Council on Indian Education

This report to Congress by the National Advisory Council on Indian Education (NACIE) includes an explanation of NACIE's history and current operation, ongoing programs, and recommendations for future work. NACIE, which reports to the Department of Education, is the sole Indian organization designated as an executive agency of the federal government. Reauthorization of Public Law 92-318 (Indian Education Act of 1972) was one of two major legislative issues for NACIE in fiscal year 1987 and is among the recommendations to Congress in this report. The other issue was a Bureau of Indian Affairs (BIA) proposal to transfer certain BIA schools to tribal, state, or local control. In 1987, NACIE submitted a list of nominees for the open position of director of Indian Education Programs (IEP). NACIE makes recommendations to Congress concerning funding, administration, and operation of the IEP office. It also advises the Secretary of Education on administration of Indian programs, evaluates projects and assistance applications, and assists the Secretary of Education in developing criteria for evaluating and administering grants. Beside listing NACIE functions and fiscal year 1987 activities, the report also explains components of the Indian Education Act (Title IV), offers abstracts of ten exceptional Title IV school programs, and profiles seven fellowship recipients. The exemplary projects, all in elementary-secondary Indian education, show high degrees of parental participation, support by the school superintendent, and creative management of available resources. Appendices include the NACIE charter, the distribution of Title IV funds on a state-by-state basis, and responses to this report's recommendations by the U.S. Department of Education. (TES)

ED 305 224 SE 050 402

Watts, Mike, Comp.; Michell, Mick, Comp.
Better Science: Choosing Content. Curriculum Guide 2.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 35p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Instructional Development; Instructional Effectiveness; Instructional Improvement; Relevance (Education); *Science Course Improvement Projects; *Science Curriculum; Science Departments; Science Instruction; *Science Teachers; *Secondary School Science
IDENTIFIERS- *United Kingdom

The intention of this guide is to consider the concepts, skills, facts, and attitudes of science which are taught in school; explore how content might be chosen; argue for a reduction in curriculum content; suggest major topics for science teaching; use examples to illustrate aspects of science content; and consider some of the implications of what is said. This guide, although written mainly for teachers, is an opportunity for science teachers and their colleagues to consider some important issues and to act upon some practical suggestions. Following an introduction, section one deals with what content is, whose content it is, a rationale for reducing content, an example on electricity, and other messages. Section two addresses the allocation of time, outcomes, relevance, competency, levels of attainment, criteria for selecting content, and aims versus criteria. Section three discusses skills, processes, and attitudes. Section four treats illustrations of electricity and relationships. Section five comments on resources and further study. An appendix presents a coordinated science program. Publications for further reading and references are included. (RT)

ED 305 237 SE 050 427

Lampert, Magdalene

The Teacher's Role in Reinventing the Meaning of Mathematical Knowing in the Classroom. Research Series No. 186.

SPONS. AGENCY- Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- Dec 88
NOTE- 53p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Mathematics; Grade 5; *Hypothesis Testing; Intermediate Grades; *Mathematical Logic; *Mathematics Instruction; *Mathematics Teachers; Protocol Analysis; *Teacher Role

This paper describes a research and development project in teaching designed to examine whether and how it might be possible to bring the meaning of knowing mathematics in school closer to what it means to know mathematics within the descipline by deliberately altering the roles and responsibilities of teacher and students in classroom discourse. The project was carried out as a regular feature of lessons in fifth-grade mathematics in a public school. The teacher modeled a form of social interaction appropriate to making mathematical arguments in response to students' conjectures. Students were taught to examine the hypotheses about mathematical structures that underlie their solutions to problems. The outcomes of this teaching are described in terms of the abilities and propensities students develop to create mathematical arguments in a particular episode of classroom interaction. (Author)

ED 305 252 SE 050 460

Mattheis, Floyd E.; Nakayama, Genzo

Development of the Performance of Process Skills (POPS) Test for Middle Grades Students.

PUB DATE- Sep 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Graphs; Item Analysis; *Middle Schools; Problem Solving; *Process Education; Readability; Science Instruction; *Science Tests; *Scientific Methodology; Secondary Education; *Secondary School Science; Test Construction; *Test Format; Test Norms; Test Reliability; Test Validity
IDENTIFIERS- *Performance of Process Skills Test

The purpose of this project was to construct a valid and reliable noncurriculum specific measure of integrated science process skills intended for use with middle school students. The major efforts in test development were focused on the refinements and modifications of the set of objectives and test items assessed by the existing Middle Grades Integrated Science Process Skills Test (Cronin and Padilla). Skills associated with planning, conducting, and interpreting results from investigations were delineated, and six objectives encompassing these skills were identified. There were 21 items judged to be the best measures of these objectives chosen for inclusion in the test. The POPS test was constructed in order to assess the process skills dealing with identifying experimental questions, identifying variables, formulating hypotheses, designing investigations, graphing data, and interpreting data. The readability of the test was assessed and an average grade level index of 6.8 was obtained. The POPS test is a reliable instrument for diagnostic and/or summative assessment in science classes or research studies. The test may be a useful means for classroom-based research, evaluation of instruction and learning, and curriculum validation in evaluation as well as assessing process skills competence of middle school students. (MVL)

ED 305 267 SE 050 481

Jones, Mary K.; Norman, John T.

The Effect of a Preservice Elementary Science Methods Course Emphasizing the Mastery of Science Process Skills on the Development of Integrated Process Skills and Logical Thinking.

PUB DATE- 89
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *College Science; Elementary Education; Elementary School Science; Higher Education; *Logical Thinking; *Preservice Teacher Education; *Science Teachers; *Teaching Methods; Undergraduate Students

The purpose of this study was to determine the effect of a preservice science methods course emphasizing the mastery of selected science process skills on the level of development of logical thinking of students majoring in elementary school education. The problem was investigated for one semester with experimental subjects in their junior year, enrolled in elementary science methods classes. Non-equivalent control subjects were an intact class of seniors who had previously taken the same class, but with different emphases. Phase one consisted of pretesting 81 experimental subjects and testing the non-equivalent control subjects. A group test was used to assess the initial level of logical reasoning development. Phase two consisted of coursework whereby the experimental subjects systematically performed tasks designed to teach them skills in basic and integrated science processes. In the final phase, the test was administered again to the experimental subjects. Also, a group test of science processes was given to the experimental subjects to assess their mastery of the science processes. The findings provided evidence that preservice elementary teachers did grow in their development of logical reasoning when exposed to a one-semester course in elementary school science methods which emphasized mastery of science processes. (Author/CW)

ED 305 281 SO 019 738

Muldoon, James P., Jr.

The Model United Nations in Brief.

United Nations Association of the United States of America, New York, N.Y.

PUB DATE- Jun 88

NOTE- 7p.; For related documents, see SO 019 736-737.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cultural Awareness; *Experiential Learning; *Global Approach; Higher Education; *International Relations; Opinion Papers; Secondary Education; Secondary School Students; Simulation; Social Studies; World Problems

IDENTIFIERS- *Model United Nations Program; United Nations

Over 60,000 secondary school and college students participate annually in the Model United Nations (UN) simulations in order to learn the complexities of international politics and to increase their understanding of other nations and cultural perspectives. This paper provides a broad overview of the Model UN program and its role in global understanding. Part 1 offers a historical chronology of the development of the model UN as a simulation of the UN system and explains the interaction of students who role play as ambassadors of the member UN states and debate, negotiate, and handle actual agendas currently under consideration in the UN. Part 2 includes a profile of the Model UN in terms of its conferences, its student participants, and the growing number of international delegates. Part 3 describes the role of the United Nations Association of the United States (UNA-USA) as: (1) national coordinator of Model UN activities; (2) convener of an annual seminar for conference leaders and Model UN teachers; and (3) the creator of the Model UN Network, which is the primary vehicle for transmitting ideas and information useful in the continuing development of the Model UN. (JHP)

ED 305 313 SO 019 803

McKinney, C. Warren; And Others
Preservice Elementary Education Majors' Knowledge of World Geography.
PUB DATE- 88
NOTE- 24p.; For related documents, see SO 019 802-805.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Educational Research; *Education Majors; *Elementary Education; Elementary School Teachers; Higher Education; *Knowledge Level; Methods Courses; *Preservice Teacher Education; *Social Studies; Teacher Effectiveness; *World Geography
IDENTIFIERS- *Geographic Literacy

This research study was designed to assess preservice elementary education teachers' knowledge of world geography. The "High School Subject Tests: World Geography," developed by Scott, Foresman and Company for use with high school students, was administered to 124 undergraduate elementary education majors enrolled in social studies methods courses at a southern university. Consisting of 45 multiple-choice items, the test was subdivided into the following six content areas: basic geographic definitions; chronology and seasonal change; determining direction, distance, and elevation; location determination; identifying landforms; and map reading. Overall, the students performed poorly on this test, and it is concluded that these prospective teachers will have difficulty teaching geography to elementary students unless they learn on the job. A study by Breazeale (1985) provides some evidence that teachers do learn on the job. However, improvement in place location knowledge will require a change of teacher attitude toward world events, recognizing the importance of world geography, history, and the other social sciences. Student performance was evaluated and presented in eight tables detailing the percentage of correct responses by content area. A nine-item bibliography is included. (GEA)

ED 304 974 HE 022 277

Goodchild, Lester F., Ed.; Stanton, Charles M., Ed.
History of Higher Education Newsletter, Volume 8, No. 1 and 2.
Association for the Study of Higher Education.
SPONS. AGENCY- Iowa State Univ. of Science and Technology, Ames.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- Colleges; Cultural Influences; *Educational History; *Higher Education; Literature Reviews; *Postsecondary Education as a Field of Study; Research Universities; Social Influences; Universities

Three articles on the history of higher education are presented: (1) "Teaching the History of Universities," by Jurgen Herbst, concerns the need for teaching the history of higher education and suggests the broadening of efforts to introduce the history of higher education to different populations. (2) "On Writing 'To Advance Knowledge'," by Roger L. Geiger, concerns the background and rationale for the book "To Advance Knowledge," particularly the importance as a contemporary issue of the history of American research universities and the process of developing the scope of the work and researching the institutions. (3) A review of published research in the history of higher education from 1986 to 1988 consists of 91 books and 91 articles classified into five divisions--general and topical issues; biography; institutional history; curriculum; and miscellaneous. (KM)

ED 305 002 HE 022 310

Moses, Ingrid
Academic Staff Evaluation and Development. A University Case Study.
REPORT NO.- ISBN-0-7022-2117-1
PUB DATE- 88
NOTE- 333p.
AVAILABLE FROM- University of Queensland Press, 250 Commercial Street, Manchester, NH 03101 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; College Faculty; *Educational Assessment; Evaluation Methods; *Faculty Development; *Faculty Evaluation; Foreign Countries; Higher Education; Professional Development; Questionnaires; Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Australia; *University of Queensland (Australia)

The professional development and evaluation of university academic staff members is discussed in an attempt to clarify the processes by which evaluation and professional development activities may become acceptable and helpful. Also presented are the student evaluation of teaching and the interrelationship between evaluation instruments and the professional development program at the University of Queensland, Australia. Four sections focus on the following: (1) the interview study (the Australian context, teaching and research, attitudes to evaluation, experiences and expectations of professional development at departmental level and attitudes to centrally provided professional development); (2) a case study of introducing change (change and universities--a literature survey, establishing a student evaluation of teaching system, and feedback value of the questionnaire); (3) specific purposes and contexts for evaluation and professional development, introduction (evaluation for feedback purposes, rationale for a current professional development program, evaluation and professional development during probation, and evaluation in the promotion context); (4) appraisal of evaluation and professional development (some factors affecting impact, impact of evaluation and professional development at the University of Queensland, and making evaluation constructive and acceptable). An appendix provides the questionnaire for evaluation of teaching. Contains about 200 references.(SM)

ED 305 170 PS 017 886

O'Sullivan, Rita G.
Identifying Students for Participation in a Model Middle School Dropout Prevention Program.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Demonstration Programs; Dropout Prevention; *Dropout Programs; *Elementary School Students; Grade 6; High Risk Students; *Identification; Intermediate Grades; *Middle Schools; *Participation; Predictor Variables

A study assessed the effectiveness of various ways of identifying at-risk middle school students for participation in a dropout prevention program. It was considered important to explore factors related to identifying students who were most in need of the program. During the first semester of the project, teacher recommendations, attendance, age, and a variety of perceived competence measures were used as predictors of failing grades, grade point average, and frequency and severity of discipline referrals. The study took place in a small-city school district in North Carolina which had a dropout rate above the state average. Contrary to national trends, the typical dropout in the district was a white male. Subjects were all 334 sixth-grade students. Findings confirmed that it was possible to predict with a fair amount of accuracy which children were at risk of receiving failing grades and what their grade point average might be. The number of failing grades appeared to be a theoretically strong outcome indicator. It is concluded that teachers can identify early in the semester students who are at risk of failing, and they can do so with measures that are easily accessible and fairly accurate. (RH)

ED 304 930 FL 017 887

Bousquet, Gilles

Entrepreneurs and Enterprises: The Making of a Course Unit in Business French--A Case Study.

PUB DATE- Apr 88
NOTE- 16p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Profession (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Class Activities; *Course Content; Course Descriptions; Educational Strategies; *Entrepreneurship; *French; Higher Education; *Languages for Special Purposes; Second Language Instruction; Simulation; Vocabulary Development

A unit in college-level business French is designed to call on students' imagination and desire to become entrepreneurs, while providing information on the structure and environment of a company. The core of the unit is the creation of a fictitious company whose operation lends itself to a variety of exercises tailored to the needs of students at various levels of language proficiency and business knowledge. Intense role-playing, class discussions using special terminology, and key concepts of French business are used. The unit requires a minimum of six sessions to complete, and some knowledge of commercial company law is a prerequisite. The class is divided into groups for decision-making as the company is formed, and students discuss ideas for an appropriate business. Then, four aspects of the company's formation are considered: (1) its legal form; (2) the establishment process; (3) a suitable organization for smooth operation; and (4) a marketing strategy. An example of the establishment of a fictitious business by this teaching method is provided, and the four steps are described. It is concluded that the unit generates excitement and a sense of common purpose among the students, and that it reflects a new attitude about entrepreneurship in France. (MSE)

ED 304 945 FL 017 935

Schlumberger, Ann; Mangelsdorf, Kate
Reading the Context.
PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Comparative Analysis; *Cultural Influences; *Discourse Analysis; *English (Second Language); Foreign Students; Freshman Composition; Higher Education; *Language Styles; *Reading Strategies; Second Language Instruction
IDENTIFIERS- *Rhetorical Sensitivity; *University of Arizona

A study investigated whether exposure to contrastive rhetoric would deepen international students' awareness of first- and second-language conventions characterizing their own and other students' writing. Participants included 46 University of Arizona students who represented a variety of language backgrounds and were enrolled in four sections of English-as-a-Second-Language (ESL) freshman composition. One week of class time was devoted to a presentation on contrastive rhetoric, and writing samples were collected from each student. From the samples, aspects of the writers' purpose, message, tone, and audience were analyzed. The features noted were then charted and discussed in class. Finally, the students' reactions to the contrastive rhetoric lesson and chart were expressed in freewriting exercises. No evidence emerged that consciousness of first-language rhetorical conventions makes adoption of second-language discourse patterns easier. However, it was concluded that awareness of context, enhanced by knowledge of linguistic and rhetorical forms, is a valid objective in ESL writing instruction. (MSE)

ED 305 045 IR 013 721

Alvarez, Sally
Television in the 80's: New Technologies, New Challenges.
PUB DATE- Oct 88
NOTE- 33p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; *Cable Television; *Commercial Television; *Federal Regulation; *Policy Formation; *Programing (Broadcast); Public Policy; Public Service

IDENTIFIERS- *Deregulation; *Federal Communications Commission

Electronic media have undergone substantial growth and change in the past two decades, and the structure of the programming industry has also changed, with the competition for programming becoming more intense. At the same time, government has moved toward deregulation in this area, with the result being increasing concentration, commercialization, and vertical integration of the different sectors of the electronic media, i.e., cable, broadcasting, programmers, and networks. The technology of the electronic media long ago outstripped the abilities of current governmental, educational, and social institutions to deal with it. The impact of television ultimately affects an individual watching a program, but the decisions behind those programs and the structure of the decision-making entities bear close scrutiny if we are to have some understanding of and control over the electronic media. With the marriage of marketplace and the broadcasting industry, television has been very effective at creating a "pseudocommunity," or an illusion of community and belonging, immediacy, and sincerity. One of the greatest dangers of the pseudocommunity is that it undermines those activities and values that contribute to real community. Deregulation has also had a substantial impact on the broadcast industry, bringing volatility, concentration, and an explosion of the demand for programming. These changes have had a particularly strong and negative impact on the nature of local programming. A major debate now centers on what exactly the television industry is and what types of regulation, if any, should be undertaken. However, the need is to come up with policies based on principles that grow out of the role we want the media to play in our society. (24 references) (EW)

ED 305 088 IR 052 709

Carson, Leon D.
A Survey of Maps, Globes, and Atlases in Elementary School Media Centers in Four Area Education Agencies in Iowa.

PUB DATE- Jul 85
NOTE- 44p.; Research paper for M.A. Degree, University of Northern Iowa.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Atlases; Elementary Education; *Geography; *Learning Resources Centers; *Library Collections; *Maps; *Mass Media Use; Media Specialists; Questionnaires; School Surveys; *Social Studies; Use Studies

This survey was conducted to determine what geography materials, i.e., maps, globes, and atlases, were available in the public elementary school media centers in four Area Education Agencies in Iowa; the adequacy of these geography instruction tools for supporting the goals of the social studies curriculum; and the frequency of requests by faculty and students for these materials. Questionnaires were sent to 41 elementary media specialists in public elementary schools in the four agency areas. Analyses of the data provided by 30 respondents (73%) indicate that: (1) a wide variation exists in the numbers of maps, globes, and atlases in the collections of the responding media specialists; (2) regardless of the differences in reported quantities, media specialists generally regarded their collections as adequate to support the social studies curriculum in their individual school systems; and (3) a wide variation exists in the frequency of requests for these items by students and faculty. No firm conclusions could be reached about the number of maps, globes, and atlases that would be needed to provide adequate curriculum support; rather, it would seem that media specialists stretch their resources to meet their needs. Appendixes include a cover letter; the data collection instrument; and a map of Iowa's area education agencies. (17 references) (CGD)

ED 305 101   JC 890 131

Amiotte, Lowell; Allen, Tom

The 4 Year Community College: Tribal College. Some Lessons in Success for Indian Students in College.

PUB DATE- Nov 88

NOTE- 12p.; Paper presented at the Minorities in Higher Education Conference (Hempstead, NY, March 9-11, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; *American Indian Education; American Indian Reservations; *American Indians; College Role; Colleges; Community Colleges; *Dropout Prevention; Economically Disadvantaged; Educationally Disadvantaged; Enrollment Influences; Enrollment Trends; Higher Education; *Minority Groups; School Community Relationship; *School Holding Power; Student Financial Aid; Undergraduate Study

IDENTIFIERS- *Oglala Lakota College SD

Drawing from the experiences of Oglala Lakota College (OLC) in South Dakota, this paper points to the philosophical and operational changes colleges and universities must make if they truly desire to recruit and retain significant numbers of minority students. The first section discusses the philosophical bases of tribal colleges, arguing that one of the key reasons for their success is the belief that students can remain Indian, practice tribal traditions, retain tribal values, and also be successful students. Taking exception to educational philosophies that dictate that minorities be brought into the social and economic mainstream, the paper underscores the importance of the fact that tribal colleges are community based, respect cultural traditions and values, and participate in the overall development of the community and reservation. The next section highlights recommendations from a variety of sources with respect to methods of recruiting and retaining minority students, but concludes that they stop short of ensuring the academic success of minority students. Background information is also provided on OLC and the social and economic problems confronting the people and the college on the Pine Ridge Reservation. Reasons for the success of OLC are cited next, including: (1) it was started by the people of the Pine Ridge Reservation and chartered by the Oglala Lakota Tribe; (2) its trustees are elected by and represent the tribal government and its staff is 77% Indian; and (3) the college serves as a community resource, offering programs that address specific reservation concerns, such as health, literacy, alcoholism, and family counseling. Concluding comments stress the importance to minority success of incorporating service to minorities as part of a college's mission, of having a physical presence in the minority community, of developing a supportive climate, of maintaining a cultural base, and of committing financial resources. (AAC)

ED 305 115 JC 890 146

Usera, John J.; Martin, Jack W.
Assessment of Services for Retired and Senior Citizens in Labette County (A Pilot Study).
Labette Center for Mental Health Services, Inc., Parson, KS.; Labette Community Coll., Parsons, KS.
PUB DATE- Mar 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Community Surveys; Family Income; Housing; Medical Services; Needs Assessment; *Older Adults; *Quality of Life; Questionnaires; Recreational Activities; Retirement; *Social Environment; Social Life; Two Year Colleges

In November 1988, a study was conducted to identify factors contributing to the quality of life of retired persons in southeast Kansas. A random sample of 366 Labette County residents over 59 years of age was surveyed by mail regarding their social life, housing, income, health, and the social and economic environment in Kansas. Study findings, based on a 36.6%, response rate included the following: (1) the average age of the respondents was 71 years; (2) 76.5% were female, and 90.9% were retired; (3) when asked about their social life, 86.6% of the respondents indicated that they spent time with friends and 85.8% participated in church activities; (4) 18.5% worked part time, 3.1% worked full time, and 20.8% were interested in finding part- or full-time employment; (5) 97.5% believed that Labette Community College was doing an adequate job of meeting the needs of retired citizens; (6) respondents expressed the most interest in retirement seminars, exercises classes, and art appreciation classes; (7) about half of the respondents who lived in their own residence were concerned about maintaining it, citing finances, home repairs, and/or yard work as problems; (8) the average monthly income was $1,016; (9) overall, 96% of the respondents felt that Kansas was a good place for retirement; (10) though 56% said they had no health or physical handicaps, 75.4% regularly used prescription drugs; and (11) among the concerns identified in the survey were needs for Senior Citizens' Centers in each town, adequate transportation, low-cost housing, convenient shopping, and more activities for the elderly. The survey instrument is included. (AJL)

ED 305 157 PS 017 873

Participatory Decisionmaking: Working Models in Virginia Elementary Schools.

Appalachia Educational Lab., Charleston, W. Va.; Virginia Association of Elementary School Principals.; Virginia Education Association, Roanoke.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Feb 88

NOTE- 35p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Criteria; Definitions; Demography; Elementary Education; *Elementary School Teachers; Models; *Participative Decision Making; Program Descriptions; Program Development; Program Evaluation; Questionnaires; Resources; *Teacher Administrator Relationship
IDENTIFIERS- *Virginia

Described are six elementary schools in Virginia that were judged as meeting nine criteria for programs facilitating participatory decision-making by teachers. The term "participatory decision-making" refers to the sharing of decisions on school policies and practices between teachers and school administrators. Information on the schools' programs was obtained through a survey and a telephone interview. While the focus of the descriptions was teacher involvement, at least one of the projects described the extension of participatory decision-making to student and parent groups. The six program profiles are organized around six topics: (1) program development and goals; (2) organizational structure; (3) required resources; (4) assessment; (5) future of the program; and (6) advice to others. Related demographic information is provided in each profile. Concluding discussion: (1) reports accomplishments of the projects in the areas of communications, school climate, and other accomplishments; (2) offers suggestions for assessing similar projects; and (3) describes obstacles to success. Nearly 60 references are cited in a bibliography on participatory decision-making. The survey instrument and related materials are appended. (RH)

ED 305 238 SE 050 428

Marshall, Sandra P.; And Others
Story Problem Solver: A Schema-Based System of Instruction.
San Diego State Univ., CA. Center for Research in Mathematics and Science Education.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- TR-89-01
PUB DATE- 3 Feb 89
NOTE- 38p.; Figures with small print may not reproduce well.
CONTRACT- ONR-N00014-85-K-0661
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *College Mathematics; *Computer Assisted Instruction; Computer Oriented Programs; Computer Uses in Education; Higher Education; Mathematics Instruction; Mathematics Tests; *Problem Solving; *Schemata (Cognition); Secondary Education; Secondary School Mathematics; *Word Problems (Mathematics)
IDENTIFIERS- Intelligent CAI Systems

This report describes a computer-based instructional system, the Story Problem Solver (SPS). SPS provides students with instruction about the semantic structure of story problems. It was developed to test a specific schema theory of knowledge organization in long-term memory. For this reason SPS depends explicitly upon a theory of the relationship between the form of instruction and the memory structures that develop as a result. The schema theory underlying SPS, the design of SPS with respect to the theory, and the system's operational features are described. The report concludes with a short description of ongoing extensions to the basic instructional program. An appendix summarizes one experimental study of the effects of sequential versus all-at-once presentation for evaluating specific design features of SPS. (Author/YP)

ED 305 268 SE 050 482

Rubin, Rochelle L.; Norman, John T.
A Comparison of the Effect of a Systematic Modeling Approach and the Learning Cycle Approach on the Achievement of Integrated Science Process Skills of Urban Middle School Students.
PUB DATE- 89
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Discovery Learning; Discovery Processes; Junior High Schools; Learning Activities; Learning Processes; *Learning Strategies; Learning Theories; *Middle Schools; *Modeling (Psychology); Models; Piagetian Theory; Process Education; Science Instruction; *Secondary School Science; *Urban Youth
IDENTIFIERS- Science Education Research; *Systematic Modeling

Previous research has shown a relationship between formal reasoning ability and science process skill attainment. It has been hypothesized that an increased emphasis on teaching process skills might enhance the formal thinking abilities of students. A variety of strategies have been proposed to better accomplish this task, most notable, the learning cycle approach. There has been little research in science education on the use of modeling strategies for promoting process development and/or logical thinking. This paper deals with the overall relationship of Piagetian theory to science process development and with strategies for promoting more effective learning, teaching, and assessment of science process skills and/or logical thinking. The purpose of this study was to determine which of two teaching strategies would promote higher achievement of integrated process skills with urban middle school students. Furthermore, growth in the logical thinking of students was also measured. The two teaching strategies tried were a systematic modeling approach and the learning cycle approach. Students of both the modeling teachers and the learning cycle teachers outperformed those of a nonequivalent control group on integrated process skills. Modeling was found to be significantly superior to the learning cycle for promoting this achievement. (MVL)

ED 305 298 SO 019 770

Geography Awareness Week Activity Packet, 1987 and 1988.
Texas Alliance for Geographic Education, College Station.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Community Involvement; Elementary Secondary Education; *Geography Instruction; Resource Materials; *School Activities; Social Studies
IDENTIFIERS- *National Geography Awareness Week; *Texas

This resource packet contains materials and suggestions to integrate National Geography Awareness Week for 1987 and 1988 into elementary and secondary education in Texas. The materials for 1987 include: (1) a pamphlet for a balloon release; (2) a collection of ideas for student activities; (3) a description of two field experiences; (4) a geography trivia contest; (5) directions for making a paper mache globe; (6) a duplicating master of the continents; (7) a collection of numerous foreign language words and phrases; (8) a research project called "Passports to the World"; and (9) suggestions for integrating geography into the elementary curriculum. The 1988 activity ideas contain suggestions for schools as well as community activities for students. Suggested school activities include a poster contest, the preparation of international foods, a trivia contest, treasure hunt, bike rally, geography mural, geography fair, and other school-wide activities. Community activities for students include writing local proclamations, speaking to the city council, addressing the school board, and promoting a community campaign for geography awareness. (DJC)

ED 304 960 HE 022 246

Barsi, Louis M.; Kaebnick, Gweneth W.

Innovative Universities.

American Association for Higher Education, Washington, D.C.
PUB DATE- Feb 89
NOTE- 5p.
AVAILABLE FROM- American Association for Higher Education Bulletin, One Dupont Circle, Suite 600, Washington, DC 20036 ($27.00 per year).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Adoption (Ideas); Attitudes; Change Strategies; *Creativity; *Educational Innovation; Higher Education; Institutional Environment; *Organizational Change; Organizational Climate; *Success
IDENTIFIERS- *Institutional Vitality

The phenomenon of innovation within the university is examined, noting the possibility of innovation as a key to college vitality. A study was conducted using a group of institutions that demonstrated recent innovative spirit. Members of the American Association of State Colleges and Universities (AASCU), each has been recognized in an annual award process started by AASCU in the name of G. Theodore Mitau, a creative educator from Minnesota. Their programs represent major programmatic or organizational change. The directors of about 40 innovative programs recognized in the Mitau award program were interviewed. They were asked about how the innovation began, who prompted it, what kind of climate encouraged successful innovation, and what suggestions they had for interested colleagues. Those who achieved success say the key lies in understanding human nature. They note the importance of things like creating an atmosphere that invites contributions, including everyone in the planning process, and defining the project's goals as broadly as possible. Innovation does not have to be limited to wealthy institutions, and many innovators note innovation need not be expensive. They have succeeded because of the creative and encouraging environment they developed which actively rewards experimentation and because they realize many people are comfortable with the status-quo and will object no matter how good the proposal. Ultimately, success depends on an institution's attitude toward change. (SM)

ED 304 989 HE 022 293

A Futures-Creating Guide. Long Range Planning from the Future for th
Future.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- 88
NOTE- 71p.
AVAILABLE FROM- Academic Programs, American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1192 ($7.00 members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Change; Educational Assessment; *Educational Policy; *Futures (of Society); Higher Education; Influences; *Long Range Planning; Models; Objectives; *Policy Formation

A process by which institutions of higher education can plan for change with the times, come to terms with the dynamics of change, and initiate adaptation to a perceived future is presented. This guide is intended to be an outline for action that can be adapted to the diverse range of operations and governance current in American colleges and universities. It presents a revision of the "Futures-Creating Paradigm" model developed a decade ago by the Resource Center of the American Association of State Colleges and Universities (AASCU). A method for interdisciplinary policy planning is provided and includes planning exercises to help academic advisors anticipate social, political, and economic trends and incorporate them into their mission and policy goals. The 10 planning stages to be considered are: defining external and internal influences; building a matrix for policy development; formulating institutional objectives; examining the compatibility of objectives; designing an evaluation and assessment plan; planning strategies for implementation; examining feasibility; formulating the policy statements; presenting the plan; and revisiting the plan. Each section includes details on the topic as well as worksheets to assist in the planning process. (SM)

ED 305 143 PS 017 857

Reisman, Barbara; And Others
Child Care: The Bottom Line. An Economic and Child Care Policy Paper.
Child Care Action Campaign, New York, NY.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Consolidated Edison Co., Brooklyn, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Community Responsibility; Cost Effectiveness; *Day Care; *Delivery Systems; *Economic Factors; Employer Supported Day Care; Futures (of Society); *Government Role; Labor Force Development; One Parent Family; *Public Policy; Social Change; Welfare Services
IDENTIFIERS- Welfare Reform

The Child Care Action Campaign commissioned research from nine leading economists and policy analysts for the purpose of focusing attention on the link between economic well-being and child care. After the preparation of the research, a national convention was convened to discuss the connection between child care and economic well-being, and to develop a policy consensus for action. A total of 850 leaders from all 50 states attended. This report provides a synthesis of the economic research presented and the policy discussions held at the conference. Part 1 provides the Child Care Action Campaign's statement of policy, including eight key principles underlying a coordinated system of child care. Also provided are recommendations for federal, state, and local governments, employers, academia, media, parents, and the public. Part 2 offers a discussion of the child care market in terms of the current system and its users, high quality care, and sources of leadership. Part 3 considers the relation between child care and the nation's economy. Discussion in this part focuses on: (1) change in the economy, the family, and the labor force; (2) the effect of child care on the labor force; (3) poverty and welfare reform; and (4) early education and the future labor force. A brief description of the nature of corporate involvement in child care is appended. (RH)

Parmley, Fran, Ed.
Rural Education: A Hope for the Future. Proceedings of the Annual Rural and Small Schools Conference (9th, Manhattan, Kansas, October 26-27, 1987).
Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.
PUB DATE- 87
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Education; Educational Assessment; *Educational Innovation; *Educational Strategies; Home Economics Education; Public Relations; Rural Development; Rural Economics; *Rural Education; Rural Schools; *Small Schools; *Social Change; Teacher Education; Technological Advancement; Telecommunications
IDENTIFIERS- Arkansas; *Kansas; Nebraska

This collection of conference papers covers various aspects of rural education in changing times. The conference focused on changes and innovations in rural education and on reasons why rural educators can be optimistic. The proceedings report includes brief papers and workshop summaries on topics ranging from rural public relations to telecommunications; most of the summaries include presenters' names and addresses. Topics of longer papers include favorable assessments of rural schools' performance, a Nebraska evaluation of school size and resource use, and a survey of administrators and home economics teachers about their perceptions of current home economics studies. New high-technology programs are explained in presentations concerning robots, satellite courses, aerospace education as a motivational tool, and the implications of the information age on rural education. Topics relating specifically to teachers and administrators include: leadership team development, challenges and desired traits in rural school superintendents, teacher evaluations, parent involvement, interagency cooperation, curriculum innovation and expansion, an administrative approach to educating slow learners, and Kansas internship and inservice programs. Several workshops dealt with improvements or innovations in curriculum and educational structure. There were also workshops on learning strategies, special education preservice, occupational education, androgogy, occupational education, early failure prevention programs, special education, and economic development. A report by the Kansas Commissioner of Education outlines plans for educational development in that state. Plans for educational reform in Arkansas also are detailed. (TES)

ED 305 253 SE 050 461

Spence, Lundie
A Research-Based Design for Inservice Training in Marine Science for Primary, Middle School and High School.
PUB DATE- 89
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; *Marine Education; Science Curriculum; *Science Materials; *Science Teachers; Secondary School Science; Surveys

This study determined the status of marine education inclusion into K-12 lessons in North Carolina and reflected some inservice parameters. Analysis of a statewide, K-12 survey indicated: (1) 86% of the teachers responding taught some marine concepts in their classes; (2) the criteria for accessing information differed significantly among primary, middle grade, and secondary teachers; and (3) teachers' perceptions on the priority of marine topics and their confidence in teaching those topics were highly correlated. Inservice training opportunities were fewer for primary and middle grade teachers. Inservice programs should be short in length, executed at the school and involve videos to allow teachers to "see" the environment. Primary teachers seem to want materials ready to use with very little involvement on their part. Secondary teachers appear to be more mobile and more able to manipulate materials and curriculum for their own use. (YP)

ED 305 282 SO 019 741

Sperry, Robert
West and South West Pacific Ocean Islands: General Information and a Bibliography of English-Language Resources.
PUB DATE- 89
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports -

Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities; Elementary Secondary Education; Foreign Countries; *Higher Education; *Libraries; *Resource Materials
IDENTIFIERS- *Pacific Islands

This collection of 10 bibliographies covers islands located in the west and southwest region of the Pacific Ocean. The islands include American Samoa, Fiji, Guam, Kiribati, the Marshall Islands, Pohnpei, Tonga, Truk, Nauru and the New Hebrides (Vanuatu). All the bibliographies focus on education, and all except two (American Samoa and Fiji) include information about an island and its educational system. Bibliographies that focus on Guam, Kiribati, Tonga, and the New Hebrides contain brief information about libraries. The cited resources include various books, government documents, theses, dissertations, journal articles, and encyclopedia articles. (DJC)

ED 305 314 SO 019 804

Ford, Mary Jane; And Others

Preservice Elementary Education Majors' Knowledge of American History.

PUB DATE- 88

NOTE- 28p.; For related documents, see SO 019 802-805.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Students; *Education Majors; *Elementary Education; Elementary School Teachers; Higher Education; History Instruction; *Knowledge Level; Methods Courses; Multiple Choice Tests; *Preservice Teacher Education; *Social Studies; Teacher Effectiveness; Teacher Qualifications; *United States History

This research study was designed to assess preservice elementary education teachers' knowledge of U.S. history. The "High School Subject Tests: American History," developed by Scott, Foresman and Company for use with high school students, was administered to 139 elementary education majors enrolled in required undergraduate social studies methods courses at a southern university. This 50-item test was comprised of eight content areas: chronology, ideology, politics, economics, government, geography, foreign policy, and social history. Findings revealed that three-fourths of the students would have failed the test (scoring 70 percent or less) and that they showed no strength in any particular content area. Fifty-one percent made scores of 28 or less, and only 20 students scored 37 or above. Comparing strengths and weaknesses, these students knew more about recent U.S. history than history prior to the twentieth century. It is concluded that many of these prospective teachers may have difficulty teaching elementary social studies. Student performance was evaluated and presented in 10 tables detailing the percentage of correct responses by content area. A 12-item bibliography is provided. (GEA)

ED 304 975 HE 022 278

Strengthening Educational and Licensure Standards for Physicians in New Jersey: A Report of the Joint Committee of the New Jersey State Board of Higher Education and the New Jersey State Board of Medical Examiners. Quality Medicine, Volume One.

New Jersey State Board of Higher Education, Trenton.; New Jersey State Board of Medical Examiners.

PUB DATE- Mar 87
NOTE- 49p.
AVAILABLE FROM- Department of Higher Education, State of New Jersey, 225 West State Street, Trenton, New Jersey 08625.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; *Graduate Medical Education; Higher Education; Licensing Examinations (Professions); Medical Care Evaluation; *Medical Education; Medical Services; *Physicians; State Licensing Boards; *State Standards
IDENTIFIERS- *New Jersey

An extensive study was undertaken of the rapidly changing U.S. health care system, modern medical education, licensure standards in other states, and the physician applicant pool in New Jersey. The ways physicians should be educated and the competencies assessed are examined, and specific recommendations are made in the following areas for strengthening New Jersey's licensure standards: (1) applicants for a physician's license should have a baccalaureate degree with the appropriate range of courses; (2) applicants should be graduates of an appropriate 32-month comprehensive medical education program; (3) the Board of Medical Examiners should discontinue the policy of allowing foreign medical schools to conduct clinical clerkships in New Jersey hospitals; (4) applicants graduating from medical school after January 1, 1987, must have completed a minimum of 3 years of approved graduate medical education; (5) physician immigrants who have met the appropriate educational requirements should be eligible for licensure; (6) physicians seeking relicensure must complete 150 credits of approved continuing medical education every 3 years; (7) all stages of physician education should place increased emphasis on legal and ethical issues in medical practice and professional behavior; (8) applicants must have passed one of the appropriate standardized licensing examinations within three attempts; (9) a clinical skills assessment component should be included in the certification process for foreign medical graduates; and (10) interested groups should establish a process for assessing,

reviewing and/or accrediting medical education programs in foreign medical schools as a guide in determining eligibility for licensure of foreign medical graduates. Appendices provide an overview of the development of medical education in the United States and provide a physician licensure requirements in New Jersey. Contains 55 references. (KM)

ED 305 003 HE 022 312

Scheetz, L. Patrick
Recruiting Trends 1988-89. A Study of 739 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.
Michigan State Univ., East Lansing. Career Development and Placement Services.
PUB DATE- 30 Nov 88
NOTE- 80p.
AVAILABLE FROM- Michigan State University, Collegiate Employment Research Institute, Career Development and Placement Services, 113 Student Services Building, East Lansing, MI 48824-1113 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Civil Rights; *College Graduates; Demography; Dropouts; Drug Abuse; Dual Career Family; Educational Benefits; Employed Women; Employment Interviews; *Employment Opportunities; Equal Opportunities (Jobs); Followup Studies; Higher Education; *Job Placement; Job Search Methods; Labor Market; Liberal Arts; Minority Groups; National Surveys; *Outcomes of Education; *Personnel Selection; *Recruitment; Relocation; Salaries

Results from the 18th annual Recruiting Trends survey completed by the Collegiate Employment Research Institute for Career Development and Placement Services at Michigan State University are presented. For this 1988-89 survey, cross-sections of employers from business, industry, government, and education were contacted, and responses were received from 739 organizations. Information is provided on the following subjects: salaried employees; international employment opportunities; changes in salaried employees last year; organization type influences hiring quotas; women hires; minority hires; liberal arts hires; new college graduate hires; starting salary averages; technical versus non-technical acceptances; reneging on job offers by students/employers; campus visits by employer representatives; trends for interviewing schedules; closed interview schedules requested; prescreening on college campuses; job availability by geographical region; recruitment methods used by employers; implementation of new recruitment methods; employer recommendations--improved education; assistance for dual-career couples; employer reimbursement of relocation expenses; remedies for minority dropout problems; overall job market ratings; turnover of new college graduates; drug, alcohol, and AIDS testing; and employers surveyed. Charts and tables are included. (SM)

ED 305 017 HE 022 336

Standard Current Descriptions of State and Federal Student Financial Assistance Programs for Use by Postsecondary Institutions in Complying with Part 53 of the Regulations of the Commissioner of Education.

New York State Education Dept., Albany.

PUB DATE- Sep 88
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Educational Finance; *Federal Aid; Fellowships; Financial Support; Grants; Higher Education; Minority Groups; Parent Financial Contribution; Scholarship Funds; *State Aid; State Legislation; *Student Financial Aid; Student Loan Programs; Tuition; Vocational Rehabilitation; Work Study Programs
IDENTIFIERS- *New York; Parent Loans for Undergraduate Students Program; Pell Grant Program; Tuition Assistance Program NY

In April 1978, the Commissioner of Education in New York approved a new part 53 of the Regulations of the Commissioner of Education (to reflect and administer the intent of Section 493A of the federal Higher Education Act of 1965 as amended by Public Law 94-482 concerning the dissemination of information to postsecondary students) entitled "Information for Students and Prospective Students." Pursuant to Part 53, the Education Department has been publishing editions of the booklet to provide postsecondary institutions with brief descriptions of New York State and federal student financial aid programs for use in preparing college catalogs and bulletins. The most recent edition incorporates changes occurring through state and federal legislative action since the last edition and is current as of August 1988. Three sections list: (1) 37 state administered programs (i.e., Tuition Assistance Program, Paul Douglas Teacher Scholarships, the Christa McAuliffe Fellowship Program, Parent Loans for Students, and College Discovery); (2) about 60 federal programs (i.e., Pell Grants, Perkins Loan Program, College Work Study Program, Bureau of Indian Affairs Aid to Native Americans, and Veterans Administration Educational Benefits); and (3) provisions of the part 53 amendment to the Regulations of the Commissioner of Education. Each description includes a precise explanation of application procedures, methods of selection of recipients, allocation of awards, award schedules, and responsibilities of recipients. (SM)

ED 305 031 HE 022 361

Information Technology: Making It All Fit. Track VI: Outstanding Applications.

CAUSE, Boulder, Colo.

PUB DATE- 89

NOTE- 66p.; In: Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference; see HE 022 355.

AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Policy; Change Strategies; *Computer Uses in Education; Databases; Electronic Mail; Higher Education; Information Networks; *Information Technology; Innovation; Long Range Planning; *Management Information Systems; Newsletters; Online Systems; Private Colleges; Program Descriptions; State Universities; Technological Advancement; Technology Transfer; Telecommunications

IDENTIFIERS- *CAUSE National Conference; Iona College NY; Louisiana State University Baton Rouge; Pennsylvania State University; Rensselaer Polytechnic Institute NY; Riverside Community College CA; University of Wisconsin Stevens Point; Washington State University

Seven papers from the 1988 CAUSE conference's Track VI, Outstanding Applications, are presented. They include: "Designing DB2 Data Bases Using Entity-Relationship Modeling: A Case Study--The LSU System Worker's Compensation Project" (Cynthia M. Hadden and Sara G. Zimmerman); "Integrating Information Technology: Prerequisites for Success" (Kenneth Blythe and Steven Watson); "An Implementation Strategy for Cooperative Computing and Campus Connectivity" (Anthony S. Halaris and Lynda W. Sloan); "Rensselaer Libraries Online Information System" (Barbara A. Lockett); "The UWSP M-System: Tools and a Turnkey System for a Complete Academic Network Operating Environment" (Daniel V. Goulet, Andrew C. Moody, and Bruce Staal); "CCNews: An Electronic Newsletter and Articles Database" (Daniel A. Updegrove, Sheldon B. Smith, and Wendy Rickard Bollentin); and "Innovative Approaches to Integrating New Technologies with Matriculation Efforts Using Smart Card Technology" (David J. Bell and George Bjarke). (SM)

ED 305 060 IR 013 736

Annual Report, 1987-88. South Carolina Department of Education, Office of Instructional Technology.

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.

PUB DATE- 88

NOTE- 59p.; For the 1986-87 report, see ED 290 460.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Annual Reports; *Computer Assisted Instruction; Educational Radio; *Educational Technology; *Educational Television; Elementary Secondary Education; *Program Evaluation; Staff Development; *State Programs; State Surveys; Teleconferencing; Use Studies

IDENTIFIERS- Interactive Television; *South Carolina Department of Education

This report summarizes the activities of the Office of Instructional Technology in providing instructional technology to South Carolina schools. The office is responsible for the development, acquisition, scheduling, and utilization of television and radio resources for grades K-12, staff development, and adult education, which are broadcast over the South Carolina Educational Television and Radio Networks, and for the administration of computer-assisted instruction in the public schools. The staff participated in identifying 56 major objectives for the office's Annual Management Plan, and a calendar of activities was developed so that each staff member could review monthly progress. Primary activities for the year in computer-assisted instruction included revising computer software advisory listings, providing workshops, and conducting the fifth annual statewide computer survey. The staff of the Utilization Section conducted an annual utilization survey of interactive television (ITV) and radio in order to better manage delivery of consultant services, improve local reception, schedule resources over the network, and place radio and television sets where they are most needed. In addition, a diversified program of staff development offerings was broadcast daily, consisting of 43 ITV and radio series and 99 single-program specials, and 13 teleconferences were held during the year. A statewide survey of computer use in schools and districts was undertaken, and the results are compared with those of previous surveys. The text is supplemented by various tables, charts, and diagrams. (EW)

ED 305 074 IR 052 686

Slade, Alexander L.
The Second Canadian Off-Campus Library Services Survey, 1988. Final Report.
Victoria Univ. (British Columbia).
PUB DATE- Aug 88
NOTE- 116p.
AVAILABLE FROM- Extension Library Services, University of Victoria, Box 1800, Victoria, British Columbia, Canada V8W 3H5 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Data Collection; *Distance Education; Foreign Countries; Higher Education; *Information Needs; *Library Role; *Library Services; Library Surveys; National Surveys; Questionnaires
IDENTIFIERS- *Canada; Off Campus Students

This report involved a survey of 199 postsecondary institutions in Canada to determine how many universities and colleges provide some type of library support for their off-campus and distance-education students; and to tabulate and compare the types of library support provided by those institutions. The report contains narrative, a series of 21 tables, and eight graphs depicting the scope and details of the survey and survey results, including responses to 15 specific questions dealing with library services (core collections, specific requests, reference queries, special telephone line, advertisement of services, librarian, support staff, bibliographic instruction, automated literature search services, interlibrary loans, charges for service, needs assessments, evaluation, finances/funding, and curriculum development). A comparison is made between these responses and those gathered from a similar survey done in 1984 to determine whether the universities that responded to the earlier survey had altered their services in the intervening years. Also provided are descriptions of library outreach services and the off-campus library services index, which is designed to indicate the level of off-campus library support provided by the different institutions. A 10-page discussion of the outcomes of the survey generates the principal conclusion that the issue of library support for off-campus students is being taken seriously by the majority of Canadian universities and colleges, although to varying degrees. (4 references) (CGD)

ED 305 129 JC 890 162

Vorp, Ron
Completion of College Preparatory Requirements at Miami-Dade Community College by First-Time-in-College Students Entering Fall 1985. Research Report No. 87-28.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jul 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; Basic Skills; Community Colleges; *Educational Diagnosis; Mathematics Skills; Reading Skills; *Remedial Instruction; Required Courses; Scores; *Student Placement; Test Results; Two Year Colleges; *Two Year College Students; Writing Skills

A study was conducted at Miami-Dade Community College (MDCC) to determine the extent to which college and state guidelines for the completion of college preparatory work were being followed. Current MDCC guidelines require students who score low on the Florida Multiple Assessment Programs and Services (MAPS) entrance examination to complete college preparatory coursework before they enroll in college-level courses. The study focused on 2,416 first-time-in-college students beginning at MDCC in fall 1985, who had taken the MAPS and had persisted for four semesters. Of this group, 40.4% had begun with skill deficiencies in reading, 36.5% in writing, and 38.4% in mathematics. Of the students with skill deficiencies, 40.4% successfully completed college preparatory work in reading, 50.9% in writing, and 44.7% in math. Reading had the lowest percentage of students who registered for, but did not complete college preparatory reading. Of the students who only needed to complete one remedial course, half completed it. In general, as the number of required courses increased, the course completion rate rose, although among students who were required to take all six college preparatory classes, only 5.4% did so. MDCC's placement criteria for 1986-87 are included. (AJL)

Hospital-Sponsored Child Care: A 1988 National Survey.
American Association of Healthcare Consultants, Fairfax, VA.; American Coll. of Healthcare Executives, Chicago, IL.
PUB DATE- Feb 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Cost Effectiveness; Day Care; Early Childhood Education; *Employer Supported Day Care; Financial Support; Fringe Benefits; *Government Role; *Hospitals; Incidence; National Surveys
IDENTIFIERS- *Program Characteristics

A representative sample of 965 U.S. hospitals was surveyed for the purpose of obtaining information about: (1) current and projected involvement in provision of child care services to employees and their communities; and (2) hospitals' views of the costs and benefits of offering child care services, and of appropriate governmental policies. Findings (based on an overall response rate of 66.5%) indicated that hospitals were taking a leadership role in employer-sponsored child care programs. A total of 38 percent of the hospitals provided some form of child care assistance to employees. It was estimated that by the end of 1989, three-fourths of U.S. hospitals would have some form of child care. Executives believed that the greatest net benefits of child care programs to the hospital were: (1) alleviation of the nursing shortage; (2) increased retention and recruitment of employees; and (3) reduction in absenteeism. Perceived obstacles were: (1) the expense of providing services; (2) lack of space; and (3) liability insurance. Executives strongly supported governmental initiatives to assure that minimum standards of quality are maintained in child care facilities. About half of the executives favored government subsidizing of child care for low-income families. Tables are included. (RH)

ED 305 185 RC 016 873

Davids, Brent Michael; Tippeconnic, John, III
Selected Dissertations in Indian Education (1972 to 1987). Indian Education Resource Paper. Second Edition.
Arizona State Univ., Tempe. Center for Indian Education.
PUB DATE- Nov 87
NOTE- 52p.; For the first edition, see ED 259 850.
AVAILABLE FROM- Center for Indian Education, Arizona State University, 413 Farmer Building, Tempe, AZ 85287-1311 ($6.00, plus $0.75 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; American Indian Culture; *American Indian Education; American Indian History; American Indian Literature; *American Indians; *Doctoral Dissertations; Educational Needs; Educational Policy; *Educational Research; Elementary Secondary Education; Federal Legislation; Higher Education; Information Sources; Language; Postsecondary Education; Research Tools; Self Concept; Values
IDENTIFIERS- Educational Issues

This resource index contains a categorical listing of 441 doctoral dissertations completed between 1972 and November 1987 that address various aspects of Indian education. The purpose of the index is to make this information accessible to students, parents, educators, and others interested in Indian education. The index is designed to identify past research and generate future research topics. Each dissertation is listed once under one of 38 subject headings. Each entry includes title, author, degree granting academic institution, and date. The majority of dissertations included were compiled from the "Dissertation Abstracts International" (DAI). Entries for these dissertations include the DAI number. A special prefix to the date in an entry indicates that the citation came from "American Doctoral Dissertations." If the dissertation is available from University Microfilms International, the order number is included. Subject categories and number of dissertations for each topic are: achievement and persistence (29); administration (11); adult (7); art (9); attitudes (11); Bible and Christianity (8); bilingual (3); communication (9); computers (1); counseling (7); creativity and aesthetics (4); culture and cultural anthropology (22); curriculum and instruction (13); federal and public policy (33); federal schools (8); finance and resources (11); handicapped (5); health (18); higher (18); issues in American Indian education (12); language (25); leaders and leadership (7); literature and history (45); mathematics (4); music (12); needs assessment (10); pre-school and grade school (15); religion (11); self-concept and values (16); substance abuse (4); teacher (7); teacher aides (2); teacher evaluation (3); testing (12); theater (2); urban (11); vocation (8); and women and sexism (8). This document contains a form for ordering dissertation copies from University Microfilms International. (ALL)

ED 305 211 RC 017 024

Newlon, Betty J.; Borboa, Roman
Factors Affecting Career Decision Making of Mexican and Mexican-American Students.
PUB DATE- 82
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Counseling; Career Development; Career Planning; Cultural Influences; Family Influence; High Schools; High School Students; Mexican American Education; *Mexican Americans; *Mexicans; Socioeconomic Influences; Surveys
IDENTIFIERS- Career Decisions; Career Factor Checklist; Psychological Influences

The purpose of this research was to identify the self-reported factors affecting the career decision making of Mexican and Mexican-American students. It was hypothesized that the factor clusters would differ between the two sample populations, Mexican and Mexican-American. It was also hypothesized that these clusters would differ from six clusters identified by O'Neil et al. (1980) in their Midwestern United States sample. The total sample of 380 students was representative of Mexican-American students attending high school in Douglas, Arizona, as well as college preparatory students from Cuidad Obregon, Sonora, Mexico. Teachers in both locations administered the Career Factor Checklist (CFC) to the students in their classrooms. The CFC includes 28 items divided into the O'Neil scales and representative of the following factors: familial, societal, individual, socioeconomic, situational, and psychosocial-emotional. The factors were analyzed using the Statistical Package for the Social Sciences (SPSS) program. Varimax rotation procedures were used to identify simple structure and factor invariance. Results showed different factors influencing the vocational aspirations of the two sample populations. It also appeared that these factors differed, especially for Mexican students, from those identified by O'Neil et al. The differences between the Mexican and Mexican-American students' responses may be due to acculturation. Counselors should consider both personality and environmental factors when working with these students. (TES)

ED 305 225 SE 050 403

Stewart, Denis, Comp.
Better Science: Making It Relevant to Young People. Curriculum Guide 3.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 50p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Instructional Development; Instructional Improvement; *Relevance (Education); *Science Curriculum; Science Departments; Science Education; Science Instruction; Science Teachers; *Secondary School Science
IDENTIFIERS- *United Kingdom

This is the third in a series of 12 curriculum guides. These publications are recommendations which the committee made for a broad and balanced education program in science for young people. The main theme of this guide is that science education which young people experience during their period of compulsory schooling needs to be characterized by relevancy and applicability. The primary focus is on consumers and their perceptions of the "goods." Section one explains the meaning of school science relevancy, school science applicability, and reasons for promoting certain brands of relevance and applicability. The next three sections consider ways and means of making school science relevant to students. These are exemplified by a selection of material from Secondary Science Curriculum Review (SSCR) working groups. Section five deals with the nature of technology, its place in the school curriculum, and its relationship to science in the curriculum. Section six presents an essay entitled "Biotechnology in the School Curriculum" (David Ingleby). A summary of recommendations are listed in section seven. References are included. (RT)

ED 304 931 FL 017 888

Frey-Hartel, Cheri; Kasum, Duffy
The Highlights and Pitfalls of Developing an Intercultural Workshop in France.
PUB DATE- Apr 88
NOTE- 10p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cross Cultural Training; Foreign Countries; Higher Education; *International Trade; Program Development; *Program Implementation; *Study Abroad
IDENTIFIERS- Cardinal Stritch College WI; *France

An intercultural training workshop including orientation and travel to France is described. The program was made available to businessmen and women interested or involved in trade with France, to students in communications, foreign languages, and international business, and to community members. The program included pre-departure classes to prepare participants to maximize the benefits of their travel, activities in France that included visits to three multinational companies and to the commercial attache of the U.S. Embassy, and post-travel activities including reflection and evaluation of the program. The timeline for course development is provided, and challenges in program development are outlined, including: (1) the time required for transatlantic correspondence, (2) the need to follow established procedures, (3) the importance of involving the local and business community, (4) early advertisement, (5) in-country contacts, (6) the need for a French-speaker, (7) the need to provide authorities with information about the participants in advance, and (8) sponsoring college recognition of the costs and time commitment involved. The approaches and techniques used in planning the program, its goals, instructional materials, and classroom activities are also presented, in outline form. (MSE)

ED 304 946 FL 017 936

Cumming, Alister
The Orchestration of ESL Performance.
PUB DATE- 17 Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of British Columbia Teachers of English as an Additional Language (Vancouver, British Columbia, Canada, March 17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Communication; Classroom Techniques; *English (Second Language); Higher Education; Language Patterns; Language Skills; *Performance Factors; Second Language Instruction; Skill Development; *Student Centered Curriculum; *Student Role; Teacher Role; *Teacher Student Relationship

The classes of one experienced teacher of English as a Second Language were observed over four months, using principles of naturalistic inquiry to obtain a holistic interpretation of the processes of language learning and instruction. Events in the classes were found to be related through the teacher's orchestration of student performance. This "performance" was realized through five distinct routines for practicing English, which established a common repertoire of rehearsal behaviors and shared knowledge. The routines included: (1) choral practice; (2) complex recitations involving written texts, spoken exchanges, linguistic analyses, and paradigmatic examples; (3) ensemble practice; (4) guided improvisation; and (5) independent practice. The value of the routines is assessed in view of their potential to foster experiential learning and problem-solving behaviors appropriate to students preparing for academic studies in the second language. (Author/MSE)

ED 305 089 IR 052 710

Toward Descriptive Standards. Report and Recommendations of the Canadian Working Group on Archival Descriptive Standards.
Bureau of Canadian Archivists, Ottawa (Ontario).
REPORT NO.- ISBN-0-88925-680-2
PUB DATE- Dec 85
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; *Cataloging; Depository Libraries; Foreign Countries; Library Science; Machine Readable Cataloging; Questionnaires; *Standards; Surveys
IDENTIFIERS- *Canada; *Descriptive Research

Building upon recent efforts of Canadian archivists to improve the development and application of technology in order to achieve more effective control of and access to their holdings, this report contains the deliberations and recommendations of the Canadian Working Group on Archival Descriptive Standards, which held seven meetings between April 1984 and March 1985. The report begins with a brief history of attempts to establish standards as a means of demonstrating what progress has been made and what remains to be done. The first of four chapters then discusses--on a theoretical level--issues related to description and the standards needed to establish a conceptual framework within which to analyze the current situation and to present recommendations for future development of standards. The second chapter explores the variety of standards available, with particular emphasis on those most relevant to archival needs. The third chapter describes a survey conducted by the group, who sent a questionnaire to 361 Canadian repository libraries (response rate = 56%) to obtain information about the current construction of archival finding aids. The data are analyzed and the findings discussed. The fourth chapter presents the 35 recommendations made by the group together with a brief discussion of each recommendation. A concluding statement encourages Canadian archivists to take advantage of automation and launch the development of descriptive standards. Four appendixes are provided: a list of the respondents; the survey questionnaire; an outline of the data fields in an archival database; and a 267-item annotated bibliography. (CGD)

Henderson, James C.; And Others
The Possible Dream.
San Juan Coll., Farmington, NM.
PUB DATE- 1 Apr 89
NOTE- 15p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; Community Colleges; High School Students; *Incentives; Junior High School Students; Minority Groups; Parent Participation; Scholarship Funds; *Scholarships; *Student Recruitment; Tuition; Two Year Colleges
IDENTIFIERS- *San Juan College NM; *Tuition Prepayment Programs

The "Possible Dream Scholarship Program" was developed at San Juan College (SJC) in New Mexico to encourage students to complete high school and attend college. Every 8th grader in San Juan County, regardless of their academic performance, receives a scholarship certificate of $125 to attend San Juan College and an invitation to enroll in the Possible Dream program. Two weeks later, their parents receive a letter from the college president explaining the tuition pre-payment program. Parents are asked to make $10 monthly payments to their child's scholarship account with the guarantee that when the 8th grader graduates from high school, he/she will have two full years of SJC tuition paid in full regardless of tuition increases that occur in the interim. The $125 scholarship that starts each student's account is funded by the San Juan College Foundation and U.S. West Communications, and the college board has agreed to freeze tuition at the rate in place when students joined the program. Now in its third cycle, the Possible Dream program has over 300 8th, 9th, and 10th grade participants, more than 50% of whom are minority students. Copies of the scholarship certificate, letters of invitation to join the program, and a guide distributed to participants of high school courses that help prepare for college are attached. (AJL)

ED 305 239 SE 050 431

O'Brien, George, Ed.
Pittsburgh Science Technology Society Project: Instruction Modules. Interrelationships Science--Technology--Society.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Jun 88
NOTE- 186p.; Contains some light and broken type. Caption title: "Pitt STS Project".
GRANT- H01-61139/33-6825
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Design Preferences; Energy; *Energy Conservation; Energy Education; *Environmental Education; Fuel Consumption; Graphs; *Instructional Materials; *Science and Society; *Science Instruction; Sciences; *Secondary School Science; Technology; Transportation
IDENTIFIERS- *Automobiles

This collection of instruction modules studies the interactions of science, technology, and society (STS) using five activity sets. The introduction module includes activities which show students the STS relationships in their world, develop good organizational skills, develop an understanding of who and what a scientist is, develop graphing skills, and aid in organizing data. Module 1 studies "the auto and energy" from a heat aspect. Activities include studies changing energy from one form to another, heat energy converted to mechanical energy, energy conversions (chemical to light), and making a thermistor. Module 2 examines "selecting your dream car." Student activities used are determining what the interior, exterior, and performance should be, costs of owning an automobile, and analyzing advertising methods in search of valid information. Module 3 stresses "transportation and your community." Skills developed include map making and reading, method of transportation and mileage, and the effects of different cars on gas usage. Module 4 covers "AUTO issues--the speed limit, seat belts, and you". Topics studied include local and national speed limits, fuel consumption and speed, and seatbelt safety. Each activity includes processes developed, instructional objectives, questions, materials and data, and a teacher evaluation form. In some modules, extras such as vocabulary words or word search games are included. (MVL)

ED 305 283 SO 019 743

Crews, Kimberly A.
World Population: Facts in Focus. World Population Data Sheet Workbook. Population Learning Series.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Oct 88
NOTE- 22p.
AVAILABLE FROM- Population Reference Bureau, 777 14th Street, NW, Washington, DC 20005 ($3.00; discount for bulk orders).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Census Figures; *Data Analysis; *Demography; High Schools; Instructional Materials; International Relations; *Population Education; Social Studies; Workbooks
IDENTIFIERS- *World Population

This workbook teaches population analysis using world population statistics. To complete the four student activity sheets, the students refer to the included "1988 World Population Data Sheet" which lists nations' statistical data that includes population totals, projected population, birth and death rates, fertility levels, and the gross national products in U.S. dollars. The exercises include basic chart reading, mathematical calculations, nation comparisons, and the preparation of a choropleth map. The workbook also contains a glossary, a chart of the nations' geographic areas, two graphs, a world map, and an annotated list of 13 references. (DJC)

ED 305 299 SO 019 771

Family Life Education: A Listing of Audio Visual Resources Available from Manitoba Education Library.

Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-0-7711-0782-X
PUB DATE- Nov 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Development; Annotated Bibliographies; Curriculum Enrichment; *Family Life Education; Foreign Countries; *Instructional Films; Intermediate Grades; Physical Development; Secondary Education; *Sex Education
IDENTIFIERS- *Manitoba

This annotated bibliography of audiovisual materials for grades five through twelve contains resources available from the Manitoba (Canada) Education Library. These films are recommended by the Manitoba Department of Education in support of the province's family life education curriculum. The topics covered include the maturation process, sexuality, pregnancy, and sexually transmitted diseases. Section 1 contains seven videorecordings available for dubbing, while section 2 includes eight films available only for viewing. Section 3 contains 30 additional recommended films available for viewing. Some annotations include viewing cautions. (DJC)

ED 304 961 HE 022 248

Allies for Enterprise. Highlights of the 1987-88 National Conferences on Higher Education and Economic Development.

American Association of State Colleges and Universities, Washington, D.C.

SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
REPORT NO.- ISBN-0-88044-096-1
PUB DATE- 88
NOTE- 141p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1192 ($12.75, paperback).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; *Change; Conferences; *Economic Development; *Higher Education; Human Resources; International Relations; International Trade; Labor Force Development; *Regional Planning; *State Colleges; Statewide Planning; Technology Transfer
IDENTIFIERS- United States (Midwest); United States (Northeast); United States (South); United States (West)

In 1987, the U.S. Economic Development Administration awarded a grant to the American Association of State Colleges and Universities to conceive, plan, and coordinate a series of regional conferences following their funding of the successful 1986 National Conference of Higher Education and Economic Development. The proceedings from these four regional conferences are presented. They served as forums for addressing the role of public colleges and universities in fostering economic development in their communities, regions, states, and the nation. Conference participants included college and university presidents, faculty members, corporate and association heads, and civic leaders. The conferences included more than 60 speeches, workshops, and panel discussions, and selected, edited excerpts from the conferences are presented. Four chapters look at the higher education and economic development of the midwest, the south, the northeast, and the west. Each section provides an overview of the conference, the agenda, and selected excerpts. The historical role of higher education in these areas is noted, and their responses to change are discussed (including human resources development, business development, technology transfer, and international relations and trade). (SM)

ED 304 990 HE 022 294

Newman, James F.
Assessing the Needs and Attitudes of the Business Community: M.B.A. Program Development.
PUB DATE- Mar 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration Education; Educational Quality; *Employer Attitudes; Graduate Study; Higher Education; Management Development; *Masters Programs; Outcomes of Education; Program Development; *School Business Relationship

A method to determine the mutual needs of the business community and colleges that offer a masters of business administration (MBA) program is presented, noting the importance of determining if graduate business education has kept pace with innovative technological changes. Many in the business community question the effectiveness of MBA programs. Employers' perceptions of the need for specialization in MBA programs, their perceptions of the strengths and/or deficiencies in MBA education, their needs and attitudes regarding business education in general, and the importance of particular MBA courses to careers should be assessed by sending surveys to the presidents of the leading firms in an area. A major question in the study should be whether a college should offer a major in accounting, computer information systems, finance, management, and/or marketing. The resulting data should be sufficient to make recommendations for the improvement and development of an MBA program, with satisfying the needs of business as a major goal. These studies can provide information to enable recommendations that make the quality of the program spiral upward. A program must become more effective to maintain the college's reputation. If the degree loses its luster, many would suffer as some employers would no longer see value in paying higher salaries based upon an individual's having attained the degree. An MBA Business Survey is appended. Contains 17 references.(Author/SM)

ED 305 046 IR 013 722

Waterman, David
"Narrowcasting" on Cable Television: A Program Choice Model.
PUB DATE- Oct 88
NOTE- 30p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Advertising; *Cable Television; *Cost Effectiveness; *Investment; Mathematical Models; *Programing (Broadcast); Television Research; *Television Viewing
IDENTIFIERS- *Demand; *Pricing

Previous economic models suggested that, due to the high channel capacity of cable technology and its capability of pricing television programs directly to the viewers, its diffusion would promote specialized "narrow appeal" programming designed to serve relatively small audience segments. While this has clearly occurred, these models do not account for other developments, such as cable's function as an aftermarket or foremarket for increasingly expensive dramatic programming, the frequent repetition of programs on cable, and the extreme contrasts in audience sizes and production budgets that characterize cable and broadcast programs. This paper summarizes relevant data and then offers a modified "program choice" model in order to explain these phenomena. In this version, decision-makers not only select among program types, but can vary production expenditures and exhibit programs more than once. Under these assumptions, direct pricing mechanisms and new channel capacity are shown to induce a monopoly cable operator not to fragment audiences by offering more specialized programs, but to increase production investments for "mass appeal," "lowest common denominator" programs. Twelve figures are included, and a discussion of the effects of a shift from advertiser to pay support on continuous demand and production functions is appended. (14 references) (Author/EW)

ED 305 102 JC 890 132

Wilkinson, Tom
Empowering Employees for a New Century.
PUB DATE- 89
NOTE- 11p.; Paper prepared for the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Decision Making Skills; Employee Attitudes; Employees; Employer Employee Relationship; *Learning Resources Centers; *Participative Decision Making; Problem Solving; *Staff Development; Two Year Colleges
IDENTIFIERS- *New River Community College VA

In January 1986, the Learning Resource Center (LRC) of New River Community College in Virginia initiated efforts to increase the level, quality, responsiveness, and adaptability of LRC services. Central to these efforts was an emphasis on employee involvement and empowerment intended to create an atmosphere of trust and teamwork; enhance employee problem-solving and decision-making capabilities; better use employee skills; improve communication between employees and among departments; develop leadership; improve job satisfaction; increase employee knowledge levels; and improve the level and quality of products and services. Employee involvement and empowerment was promoted through: (1) exercises in self-awareness; (2) problem-solving training; (3) the initiation of a quality circle; (4) the use of a special project team to solve problems related to collection development, library automation, and staffing; (5) presentations to top administrators; (6) the development of a five-year plan for the LRC; (7) weekly staff meetings; and (8) a yearly evaluation retreat. The success of the program is reflected as front-line employees increasingly make decisions, consciously question methods, and seek better solutions to problems. Employees recently indicated a high sense of job satisfaction, and the level and quality of products and services have improved. A 15-point outline describing the college's empowerment process is included. (AJL)

ED 305 158 PS 017 874

Interstate Child Support: Case Data Limitations, Enforcement Problems, Views on Improvements Needed. Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-25

PUB DATE- Jan 89

NOTE- 87p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00 each, 25% discount on orders for 100 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Case Records; *Data Collection; *Financial Support; *Law Enforcement; National Surveys; *Parent Responsibility; Program Improvement; Reliability

IDENTIFIERS- *Child Support Enforcement Program; District of Columbia; Guam; *Interstate Child Support; Puerto Rico; Virgin Islands

This report on interstate child support cases focuses on child support enforcement problems that occur when absent parents live in states other than those in which their children reside. Findings indicate that Office of Child Support Enforcement (OCSE) and state caseload and collection data are of questionable reliability and provide limited information about interstate child support. OCSE data cannot be used to determine the relative size of states' interstate versus total caseload. OCSE data indicate that total interstate collections for fiscal year 1987 were about seven percent of total child support collections. Available caseload data show that over half of all interstate case activity is taking place in seven states. States estimate that case processing takes longer and is less successful for interstate cases sent to other states than for in-state cases. States use varying laws and processes for enforcing interstate child support. New case processing methods are tested in interstate demonstration projects. Insufficient staff, lack of automation, and differences in states' policies, procedures, and laws are identified as barriers to effective interstate enforcement. Officials cite a variety of actions, such as standardizing policies and procedures and establishing performance standards, that could improve interstate enforcement. The study instrument is appended. (RH)

ED 305 172 PS 017 889

Riese, Marilyn L.
Preterm Infants' Orienting Responses: Improvements over Time.
PUB DATE- Apr 89
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Auditory Stimuli; Cohort Analysis; *Infant Behavior; Medical Services; *Premature Infants; *Visual Stimuli
IDENTIFIERS- *Gestational Age

Orienting responses to visual and auditory stimuli were compared in 3 cohorts of preterm infants born between 1977 and 1987. The sample consisted of 128 infants born between 1977 and 1979, 129 infants born between 1980 and 1983, and 94 infants born between 1984 and 1987. The sample was divided into one group of 140 infants born between 25- and 34-weeks gestation age, and one group of 211 infants born between 35- and 37-weeks gestational age. Ratings were made of orienting responses to a bulls-eye, rattle, bell, voice, and combined face and voice; the orienting items were adapted from the Neonatal Neurobehavioral Assessment Scale. For the 25-to-34-week group, there was a significant difference between cohorts on orienting to rattle, with performance increasing for the more recently born infants. There were significant differences between cohorts in the 25-to-34-week group on orienting to bulls-eye, rattle, and face plus voice. For the 35-to-37-week group, there was a difference between cohorts on orienting to bulls-eye. The infants were assessed when they were medically stable (mean age, 18 days). These results demonstrate a significant change in auditory and visual orienting for preterm infants between 1977 and 1987. The fact that most significant changes were observed among the younger, higher-risk preterm group suggests that medical improvements have resulted in improved outcomes for preterm infants. (RH)

ED 305 254 SE 050 462

Lederman, Norman G.; Gess-Newsome, Julie

A Qualitative Analysis of the Effects of a Microteaching Course on Preservice Science Teachers' Instructional Decisions and Beliefs about Teaching.

PUB DATE- 89

NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Microteaching; *Preservice Teacher Education; Qualitative Research; Science Instruction; *Science Teachers; *Teacher Attitudes; *Teacher Behavior; Teacher Education; Teaching Models; *Teaching Skills

The microteaching course continues to be a focal point in the preservice training of science teachers. The purpose of this study was to qualitatively investigate the effects of a microteaching course on preservice science teachers' perceptions of teaching, instructional behaviors, decision making skills, and any changes in beliefs occurring throughout the duration of the course. A total of 17 preservice teachers were used as subjects. The subjects were required to present four lessons based on lecture/recitation, general inductive model, general deductive model, and a laboratory activity. After each presentation, each student received three types of feedback: informal verbal from peers; formal written from course instructor; and videotape. Students' self critiques and questionnaires were collected as data. The qualitative analysis of data yielded a total of 12 categories of concerns for self and students. The subjects viewed planning as a two component process: the physical act of writing a lesson plan, and the subsequent mental rehearsal of that plan. The study found a transition state of focus among the subjects from "concerns for self" to "concerns for students." Several implications for science teacher education were discussed. (YP)

ED 305 269 SE 050 485

Ray, Brian D.
The Determinants of Grades 3 to 8 Students' Intentions To Engage in Laboratory and Non-Laboratory Science Learning Behavior.
PUB DATE- 89
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989). Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Beliefs; *Course Selection (Students); Elementary Education; *Elementary School Science; *Science Activities; Science Curriculum; *Science Interests
IDENTIFIERS- *Intention

Data were collected from grades 3 to 8 students (N=377) in order to identify the determinants of their intentions to perform laboratory and non-laboratory science activities. Fishbein and Ajzen's Theory of Reasoned Action was used as the basis for the study. The theory posits that the immediate determinant of behavior is intention. Intention is determined by the weighted attitude toward the behavior and the weighted subjective norm. Attitude toward behavior and subjective norm are determined by combinations of beliefs, evaluations, and motivations to comply. Cores of salient beliefs related to attitude toward laboratory and non-laboratory behaviors and cores of salient beliefs related to subjective norm for laboratory and non-laboratory behaviors were identified. Hypotheses generated from the theory were confirmed. Attitude toward behavior and subjective norm explained significant amounts of variance in behavioral intention for both laboratory and non-laboratory behaviors. Attitude toward behavior had a greater relative weight than subjective norm for both laboratory and non-laboratory. The correlations between adjacent constructs in the theoretical model were significant in all cases. (Author)

ED 305 315 SO 019 805

Gilmore, Allison C.; And Others

Preservice Elementary Education Majors' Knowledge of American Government.

PUB DATE- 88
NOTE- 27p.; For related documents, see SO 019 802-804.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civics; Educational Research; *Education Majors; *Elementary Education; Higher Education; *Knowledge Level; *Preservice Teacher Education; *Social Studies; Teacher Effectiveness; *United States Government (Course)
IDENTIFIERS- Cultural Literacy; Geographic Literacy; Political Literacy

This study was designed to assess preservice elementary education teachers' knowledge of the functions of the U.S. Government. The "High School Subject Tests: American Government," developed by Scott, Foresman and Company for use with high school students, was elememtary education teachers' knowledge of the functions of the U.S. government. The "High administered during four consecutive semesters to 130 elementary education majors enrolled in the undergraduate social studies methods course in a southern university. Consisting of 50 multiple-choice items, the test was categorized into the following nine content areas: (1) principles of government; (2) guarantees of liberty; (3) American symbols and political traditions; (4) governmental powers; (5) law-making and the amendment process; (6) duties and qualifications of federal officers; (7) branches of government; (8) presidential succession and appointment; and (9) elections and voting procedures. While several items required recall of specific terminology, most responses involved an understanding of the political processes and U.S. Constitutional principles. While preservice teachers in this sample scored slightly lower than the average high school student, performance was best on the content area related to guarantees of liberty and poorest on that related to governmental powers. Student performance was evaluated and presented in tables detailing the percentage of correct responses by content area. It is concluded that these students would have difficulty explaining to elementary students how our government works. An eight-item bibliography is provided. (GEA)

ED 305 032   HE 022 362

Information Technology: Making It All Fit. Track VII:
Hardware/Software/Networking Strategies.
CAUSE, Boulder, Colo.
PUB DATE- 89
NOTE- 66p.; In: Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference; see HE 022 355.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Case Studies; Change Strategies; Computer Networks; *Computers; *Computer Software; *Computer Uses in Education; Higher Education; Information Technology; Innovation; Local Area Networks; Long Range Planning; Management Information Systems; Private Colleges; State Universities; Technological Advancement; Technology Transfer; *Telecommunications
IDENTIFIERS- Baylor University TX; California State University Los Angeles; *CAUSE National Conference; Florida State University; Gateway Systems; Indiana; Winthrop College SC

Six papers from the 1988 CAUSE conference's Track VI, Hardware/Software/Networking Strategies, are presented. They include: "Technological Synergies Are No Accident!" (James I. Penrod and Michael G. Dolence); "Augmentation Quotient" (William H. Branch); "Step 2: Of Bridges and Gateways--The Linking of Winthrop College's Novell NetWare LANs" (William J. Moressi and C. Brown McFadden); "Which Comes First--The Plan or the System?" (Donald L. Hardcastle); "A Handy Guide to Campus Telecommunications" (Gene T. Sherron); and "Public Infrastructure Networks: The INdiana TELEcommunications NETwork Case Study" (Thomas I. M. Ho and Edward J. Tully). (SM)

ED 305 075 IR 052 687

Estes, Bettie, Ed.

Stacks of Ideas. Activities for the Library Media Center and Classroom, K-8.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 88
NOTE- 352p.; For Stacks of Ideas 7-12, see IR 052 688.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Planning; *Course Integrated Library Instruction; Curriculum Guides; Elementary Education; *Elementary School Teachers; Information Needs; Learning Resources Centers; *Library Skills; *Media Specialists; School Libraries; Teaching Methods; *Units of Study

Designed to encourage cooperative program planning between the library media specialist and the classroom teacher, this guide consists of 26 teaching units in all elementary (K-8) curriculum areas. At least one teaching unit with learner outcomes and related information skills is included in each content area with an indication of the particular grade level at which that unit should be emphasized. It is noted that these units can be adapted for other grade levels or to different methods of instruction, and that they can be integrated into an existing school curriculum. Also provided are other units that emphasize pure enjoyment and pleasure in reading. Supplementary materials for use with the units are appended. A 23-item bibliography of sources of information on authors of materials for elementary school children is also provided. (CGD)

ED 305 130 PS 017 726

Hodges, Carol A.
Assessing Early Literacy.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Check Lists; Classroom Observation Techniques; Early Childhood Education; *Early Reading; *Kindergarten Children; *Reading Readiness Tests; School Policy; Student Evaluation; Teacher Responsibility; *Teacher Role
IDENTIFIERS- Language Awareness; *Whole Language Approach

Criticisms leveled at readiness tests in general by a variety of early childhood groups and at reading tests in general by reading researchers certainly appear to be valid for traditional paper and pencil reading readiness tests. These reading readiness tests have not kept pace with advances in early literacy instructional techniques, such as those represented by the whole language approach. They assess isolated skills that may have very little to do with whether or not a child is able to gain meaning from print in the environment or can understand the purposes and functions of print. While other tests, such as the Linguistic Awareness in Reading Readiness (LARR) test, the Concepts About Print (CAP) test, and the Test of Early Reading Ability (TERA) represent significant advancements in assessing some of the concepts deemed important in early reading, they, too, have disadvantages which make their use impractical in most cases. Systematized observation, performed by responsible teachers who have a knowledge of reading and writing processes, the developmental process, and observational and record keeping procedures and analysis, represents one very useful tool for assessing growth and development in early reading and for providing information for making the daily instructional decisions that must be made by classroom teachers. Thirty-one references are cited. (RH)

Horgan, Dianne D.
Where Experts Come From.
PUB DATE- 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Decision Sciences Institute (17th, Lincoln, NE, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Identification; *Individual Development; *Problem Solving; Skill Analysis; *Skill Development; *Training
IDENTIFIERS- *Chess; *Experts

Studies of over 100 chess players at varying skill levels and ages show the ways in which experts and nonexperts differ in problem-solving strategies. Important differences are found at all stages of problem solving. The most significant differences appear to be before and after the evaluation of alternatives ("sizing up" the problem, generating alternatives, and evaluating outcomes). Insight into how expertise develops and how it can be fostered can be gained by following the development of young players with high potential. Discussion focuses on expertise, stages of problem solving, identification of experts and potential experts, and training. (RH)

ED 305 199 RC 017 008

Horn, Jerry, Ed.; Parmley, Fran, Ed.
Rural Education: A Proud Heritage & a Bright Future. Proceedings of the Annual Rural and Small Schools Conference (8th, Manhattan, Kansas, October 27-28, 1986).
Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.
PUB DATE- Oct 86
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Education; Educational Administration; *Educational Assessment; Educational Innovation; Educational Planning; *Educational Strategies; Education Work Relationship; *Public Relations; Role of Education; Rural Development; *Rural Economics; *Rural Education; Rural Schools; School Business Relationship; *Small Schools; Socioeconomic Influences; Teacher Education; Technological Advancement
IDENTIFIERS- Kansas

This collection of 5 major papers and 32 abstracts covers a range of issues surrounding rural education. In the first paper, Glen Shaw, a rural Minnesota schools administrator, contends economic and technological changes have threatened rural jobs and the rural way of life. Anecdotes and statistics are employed to define rural problems and to urge educators to participate in government policy development. Next, June Gabler, representative from the American Association of School Administrators discusses public relations and offers management tips for rural school administrators. Following this, Jon Wefald, President of Kansas State University, discusses the historical contributions of rural America, emphasizing values of equality, private enterprise, decentralization, agriculture, and the potential for economic and educational development in Kansas. Next, Tom Hansen, of the Boeing Military Airplane Company, discusses socioeconomic trends in Kansas and the nation. He emphasizes the importance of linkages between educators and business, suggesting that they have many areas of mutual interest. The last paper, by Roy Forbes, director of the Rural Education Institute in North Carolina, discusses the ways technology has changed rural communities and the world marketplace and stresses the importance of combining existing rural strengths with new technology to foster a developmental "restructuring" of rural areas. Topics of the abstracts, which are arranged alphabetically by title, include: school athletics, drugs and alcohol, assessing educational quality, career ladders, school administration issues, recruiting teachers, rural teacher education programs, an assessment of North Dakota's public attitudes toward education, sex education, rural enrollment trends, partnerships in education, and the need for educational equality between the sexes. (TES)

ED 305 212 RC 017 025

Creative Collaboration: Setting the Pace in Rural and Small School Education. Proceedings of the Annual National Rural and Small Schools Conference (2nd, Arlington, Virginia, October 13-17, 1987).

National Rural and Small Schools Consortium, Bellingham, WA.

PUB DATE- Oct 87
NOTE- 724p.; Some papers may not reproduce well due to light, broken type.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Distance Education; *Educational Cooperation; Elementary Secondary Education; *Institutional Cooperation; Rural Education; *Rural Schools; *Small Schools; *Special Education; Teacher Education; Teacher Morale; Teacher Recruitment; Teachers

This proceedings record contains 87 presentations, including 65 complete or edited transcripts and 22 abstracts. Eighteen papers address the conference theme of creative collaboration, describing cooperative agreements between universities and school districts to provide enhanced high school curricula, college preparation courses, and opportunities for teacher education, and among several rural school districts to share resources, support personnel, and educational specialists. Fifteen papers consider problems and challenges of, and solutions to, serving disabled students in rural settings. Twelve papers are concerned with rural teachers: their importance to rural education, inservice training and professional development, and recruitment and morale. Six papers describe the latest applications of distance learning to rural education. Other topics include funding of rural education, present and future Congressional support for rural and small schools, innovative rural special education projects, student motivation, small school effectiveness, school decentralization in Norway, oral history in the curriculum of a remote Alaska school, Indian vocational education in a remote area, dropout prevention, gifted programs in rural schools, science and technology programs for rural and small schools, student peer groups in small schools, critical thinking training for K-12, and GED (General Educational Development) and adult literacy programs. The proceedings contain the conference schedule, a list of 1987 national awards for exemplary rural and small school programs, and a list of presenters. (SV)

ED 305 300 SO 019 773

Report of Student Performance: U.S. History. End of Course Testing, Spring 1988.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Testing.

PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- County School Districts; *Educational Testing; Grade 11; High Schools; School Districts; School Statistics; *Student Evaluation; *United States History
IDENTIFIERS- *North Carolina; *North Carolina End of Course Testing Program

All North Carolina high school students must take United States History as one of their graduation requirements. Each student takes a state-prepared U.S. History test of 100 items; most of those taking the test are in the 11th grade. The test contains 60 core questions and one of the four different sets of 40 curriculum questions. This report provides the statistical data from the 1987-88 school year test, and the data includes: (1) characteristics of students; (2) student performance on the core test; (3) anticipated final grades and scores on the core test; and (4) average performance on the curriculum test. The average core test score was 66.5 percent correct, and the average curriculum test score was 65.9 percent correct. Results are provided for: (1) regional school districts; (2) individual school districts; and (3) the state curriculum goals. Numerous tables and charts are included. (DJC)

ED 304 932 FL 017 889

Clay, Gudrun; Schutte, Lilith
Retraining in Business German through the Goethe Institute in West Germany.
PUB DATE- Apr 88
NOTE- 11p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Profession (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; College Faculty; *German; Higher Education; Inservice Teacher Education; Intensive Language Courses; *Languages for Special Purposes; *Language Teachers; *Program Content; Program Descriptions; *Retraining; Second Language Instruction; Study Abroad
IDENTIFIERS- *Goethe Institute (West Germany)

A college language instructor recounts his experience in a retraining program in business German at the West Germany's Goethe Institute. Twenty-eight individuals from the United States and from five European countries participated in a program that offered (1) a 14-day immersion into business-related German, (2) establishment of German business contacts, (3) discussions with European instructors of business German, (4) materials collection for courses to be offered at home, and (5) research on one topic of particular interest. Research was done in small groups. Visits to industrial and government firms, and seminar excursions in small and large groups were also included. The professional and personal rewards of participation were found to be substantial. (MSE)

ED 304 976 HE 022 279

The Next Generation of Physicians: A Report of the Advisory Graduate Medical Education Council of New Jersey. Quality Medicine, Volume Two.

Advisory Graduate Medical Education Council of New Jersey, Trenton.; New Jersey State Board of Higher Education, Trenton.; New Jersey State Dept. of Higher Education, Trenton.

PUB DATE- Mar 87
NOTE- 45p.
AVAILABLE FROM- Department of Higher Education, State of New Jersey, 225 West State Street, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Quality; Financial Support; *Graduate Medical Education; Higher Education; Labor Supply; *Medical Education; *Physicians; *Qualifications; *State Standards
IDENTIFIERS- *New Jersey

Twenty-one recommendations are made to hospitals, medical schools, health-care payers, and government agencies involved in graduate medical education (residency programs) in New Jersey. The recommendations address five areas of concern: program quality; qualifications of trainees; the relationship between graduate medical education (GME) programs and health care delivery; financing of GME costs; and mechanisms for future government action. Recommendations include the following: (1) new training opportunities in ambulatory care and long-term-care settings should be developed for inclusion in all residency programs preparing physicians for initial certification within a specialty; (2) standards for GME candidate selection should be raised statewide; (3) a reduction in the number of residency positions in New Jersey should be planned over the next 5 years using a combination of voluntary incentives and regulatory means; (4) reimbursement for individual resident stipends and fringe benefits should be limited to the minimum number of years required for board certification, with one additional year for chief residents; and (5) the current teaching hospital classification system used for hospital rate setting should receive continued examination. Appendices describe methods for projecting physician need, supply and demand and a medical manpower study (1986 physician supply and projections) conducted by the University of Medicine and Dentistry of New Jersey. (KM)

ED 305 004　　　　　　　　　　HE 022 317

Twenty-Second Annual Rank-Order Distribution of Administrative Salaries Paid 1988-89.

Arkansas Univ., Fayetteville. Office of Institutional Research.

PUB DATE- 31 Dec 88

NOTE- 127p.

AVAILABLE FROM- University of Arkansas, Office of Institutional Research, 318 Administration Building, Fayetteville, AR 72701 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Administrators; *College Administration; Comparative Analysis; Higher Education; Institutional Characteristics; National Surveys; Public Colleges; Regional Characteristics; *Salaries; Salary Wage Differentials; State Colleges

IDENTIFIERS- National Assn of State Univ and Land Grant Coll

The results of the 22nd annual University of Arkansas questionnaire study of administrative salaries in 147 state supported universities representing 50 states and 34 university systems representing 28 states are discussed. The salaries are distributed in rank order to facilitate comparisons of a participant's relative standing with other universities. Salaries are reported only for full-time administrators. Three sections of tables focus on the following: the ranking of salaries paid among all participating universities (president, academic officers, student affairs officers, operations officers, public relations and development, research officers, deans, and medical deans); the salaries paid among the 147 participants arranged into the nine regions defined by the Equal Employment Opportunity Commission (the Atlanta, Chicago, Dallas, Denver, Kansas City, New York and Boston, Philadelphia, San Francisco, and Seattle regions); and salaries paid to university system officers. Two positions that were not on the questionnaire but were written in by several institutions are contained in the 1988-89 survey (Vice President of Health Services/Affairs located in the Academic Officers section and Dean of Public Health located in the Medical Deans section). A special feature in Table I is the average of only those institutions that belong to the National Association of State Universities and Land-Grant Colleges. (SM)

ED 305 018 HE 022 337

Gaylord, Thomas; And Others
FY89 Market-Based Faculty Salary Model: Implementation Results.
Alaska Univ. System, Fairbanks. Office of Institutional Research.
PUB DATE- Nov 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Educational Finance; Faculty Recruitment; Higher Education; Labor Standards; Labor Turnover; Marketing; Models; *Promotion (Occupational); *Salary Wage Differentials; State Surveys; *Teacher Salaries
IDENTIFIERS- *University of Alaska System

The first market-based faculty salary model to be used at the University of Alaska to estimate the extent of a market problem and guide the distribution of a special market salary fund is presented. It addresses critical market-based inequities within key teaching disciplines experiencing difficulty in retaining and attracting high caliber faculty. In July 1988, the Board of Regents authorized the distribution of $1.5 million for faculty market compensation adjustments, contingent upon the lapse of an equal amount from the FY88 budget. The report contains a statement of the problem which led to the development of the market salary proposal, the methodology and analysis utilized in the market study, and the results of the market salary distribution. Results indicate, with varying degrees of tractability, that each institution implemented the following salary adjustments: University of Alaska Anchorage, $525,000 allocation and $541,065 actual; Fairbanks, $925,000 allocation and $935,754 actual; and Southeast, $50,000 allocation and $50,500 actual. Thus, by the end of fiscal year 1988 more than 59% of the University of Alaska faculty would be below the Alaska adjusted national market salary average for their respective discipline rank. Appended are two tables showing Oklahoma State

University and CUPA-AASCU (College and University Personnel Association-American Association of State Colleges and Universities) Faculty Salary Survey market data by rank and discipline. A confidential listing of individual employee market-based salary adjustments is cited but not included. Contains 16 references. (SM)

ED 305 061 IR 013 737

Bethke, Dee; And Others
SEED Software Annotations.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
PUB DATE- Feb 88
NOTE- 203p.; For other software annotations from Project SEED, see ED 294 564 and ED 295 592.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Games; *Computer Software; Computer Software Reviews; *Courseware; Drills (Practice); Elementary Secondary Education; Indexes; *Menu Driven Software

This document provides a composite index of the first five sets of software annotations produced by Project SEED. The software has been indexed by title, subject area, and grade level, and it covers sets of annotations distributed in September 1986, April 1987, September 1987, November 1987, and February 1988. The date column in the index indicates the set of annotations in which the software review can be found. In some cases, software publishers are starred to indicate that the publisher has changed, and the new publishers are listed at the end of the index. Also included are two sets of SEED software annotations--a November 1987 issue with 61 reviews and a February 1988 issue with 70 reviews, for a total of 131 reviews. Each annotation contains information on the software subject area; grade level; backup and preview policy; prices; hardware and peripheral requirements; a short description of the contents; short summaries of software strengths, weaknesses, and uses; a recommendation; and producer's comments. Subjects covered include art education, business/vocational education, computer literacy/technology, foreign language, health/safety, keyboarding, language arts/reading, library/media, math, preschool/early childhood, problem solving, science, social studies, traffic safety, utility/productivity tools, and vocational education. (EW)

ED 305 117 JC 890 149

Mitchell, Thomas R.
Daring to Demand: Mandatory Remediation Works!
PUB DATE- 6 Apr 89
NOTE- 21p.; Paper presented to the faculty of St. Philip's Community College (San Antonio, TX, April 6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Basic Skills; College Faculty; Community Colleges; Educational Testing; Hispanic Americans; Prerequisites; Program Development; Program Effectiveness; *Program Implementation; Remedial Instruction; *Remedial Programs; *Required Courses; School Holding Power; Two Year Colleges
IDENTIFIERS- *Laredo Junior College TX

Laredo Junior College (LJC) is a comprehensive community college in Texas, serving a student population that is 93% Hispanic and 61% female. In response to evidence that LJC was not adequately preparing students with the basic and academic skills needed to transfer, LJC expanded and restructured its assessment, placement, and remediation programs. The new program implemented mandatory student advisement and assessment; expanded the remedial English and reading programs; established minimum reading levels for academic courses; and implemented a concurrent enrollment provision, which set a minimum skill level for entry into a course, another level which required concurrent enrollment in remediation for entry into a course, and a third level for unqualified entry into any courses. Obstacles to the program included proponents of a "right to fail" philosophy arguing that an open admissions policy obligated the school to grant students free access to all courses; and concerns about the effects of the program on students, the college, and the faculty. Results indicate that many of the concerns were unjustified: (1) students were not discouraged from enrolling at LJC, rather enrollment increased 25% between 1984 and 1988; (2) rather than getting discouraged and dropping out, students were reenrolling and persisting at much higher rates than before; (3) modifications in the program were made to enable students whose basic skills were extremely weak to maintain full-time enrollment and qualify for financial aid; and (4) rather than losing faculty due to lowered enrollment in disciplines, LJC had to add faculty. Current efforts are geared toward the second phase of the plan, which seeks to ensure that the college-level courses are in fact taught at the college level. (AJL)

ED 305 186 RC 016 906

Munson, Carol, Ed.; Gilroy, Diane, Ed.
Regeneration: You and Your Environment. A Guide for Teachers.
PUB DATE- 87
NOTE- 29p.
AVAILABLE FROM- Rodale Press/Rodale Institute, 222 Main St., Emmaus, PA 18098 (1-9 copies, $5.00 each; 10-49 copies, $3.50 each; 50 or more copies, $2.00 each).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Class Activities; *Community; *Conservation (Environment); *Ecology; Elementary Secondary Education; Environment; *Environmental Education; Food; Learning Activities; Self Concept; Social Cognition; Well Being
IDENTIFIERS- *Nature; *Self Awareness

Regeneration is a new way of thinking about the environment and about ourselves, based on hope, optimism, and the ability of people and nature to renew from within. Regenerative environmental education reaches beyond the classroom and into the student's life and community. This collection of activities provides students with ideas and experiences that nurture a sense of wonder about the world and about themselves; encourage self-discovery and the sharing of individual perceptions; and broaden students views and knowledge of nature, community, and self. Activities for grades K-6 include a nature walk, appreciating nature with all the senses, writing the "life story" of a drop of water, nurturing a seed, a farm visit, discussion of helpful garden insects and creatures, considering the unique contributions of diverse others in the community, developing awareness of positive feelings and well-being, and brainstorming about community improvement. Activities for grades 7-12 include investigation of environmental pollution in the community, appreciation of Earth as a living regenerative force, writing a "commercial" about Mother Nature, backyard wildlife observation, discussion of regenerative farming systems, mapping of food sources, identification of toxic substances in the home, analysis of nutritional content and cost of favorite foods, reaching personal goals through positive feelings, exploring community assets and the role of small businesses, and recycling trash. The materials include activity cards for grades K-6 and 7-12, student worksheets, a teachers' food analysis factsheet, an evaluation questionnaire, and a classroom poster. (SV)

ED 305 226 SE 050 404

Ellington, E. C., Comp.
Better Science: Approaches to Teaching and Learning. Curriculum Guide 4.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 66p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Instructional Development; Instructional Improvement; *Science Curriculum; Science Departments; *Science Education; Science Instruction; Science Teachers; *Secondary School Science; *Teacher Effectiveness
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. Following the introduction, section one discusses content and rationale and the need for an extended range of approaches, basic assumptions about teaching and learning, the purposes of school science and the translation of these into an effective model for teaching. Section two deals with the curriculum model and its operation in practice. Section three presents exemplars based on ideas discussed in the first two sections. Section four covers monitoring students' progress and teachers' effectiveness. The last section shows a reorientation of

the teacher/student relationship and a list of recommendations for achieving this. A list of references is included. (RT)

ED 305 284 SO 019 749

Elias, Richard F.
A Year as an Educator in Northwest China. World Education Monograph Series, Number Two.
Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
REPORT NO.- ISBN-0-918158-908
PUB DATE- 88
NOTE- 16p.; Summary of a colloquium presented at the World Education Colloquia (Storrs, CT 1988).
AVAILABLE FROM- I.N. Thut World Education Center, Box U-93, School of Education, University of Connecticut, Storrs, CT 06268 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Compulsory Education; Core Curriculum; Foreign Countries; *Government School Relationship; Higher Education; Personal Narratives; School Funds; Teacher Qualifications; Track System (Education)
IDENTIFIERS- *China (Shanyang); Chinese People

Chinese children must attend school until age 16, and education consists of elementary schools for ages 6-13 and lower middle schools for ages 13-16. While the economic planning of the national government in Beijing (China) dictates what will be emphasized, the school curriculum includes instruction in ideology, Chinese language, calligraphy, fine arts, mathematics, science, and physical education. The lower middle school students are divided into five educational tracks that include academic or pre-college, vocational, technical or factory production, minority education, or computer technology. The teachers for these schools hold a two-year certification received after middle school. A typical classroom contains 55 to 60 students, and school is in session 6 days a week for 11 months a year. Only 30 percent of the students enter higher middle schools for ages 16-18, and only 3 percent attend a college or a university. A national achievement test determines a student's major field of study, profession, or occupation and which institution will be attended. The instructors who teach six hours a week with an additional three hours for political studies, generally have only bachelor's degrees. Funding for education is received from the national and local ministries of education, and in the case of Liaoning Province, where Shenyang, the fourth largest city in China is located, funding also comes from the ministries of agriculture, construction, and health. (DJC)

ED 304 947 FL 017 937

Kim, Suksan
Stress Assignment Rules for Old English (Poetry).
PUB DATE- Dec 88
NOTE- 50p.; Revised and expanded version of a paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diachronic Linguistics; Language Research; *Language Rhythm; Linguistic Borrowing; Linguistic Theory; Morphophonemics; *Old English; *Poetry; *Stress (Phonology); Structural Analysis (Linguistics)

An analysis of stress patterns in Old English poetry addresses conflicting theories of and lack of uniformity in scansion and proposes that this problem is due primarily to scansion of a given half-line by somewhat arbitrary assignment to one of five types, with no rule-governed word stress principles upon which to base its scansion. It is recommended that for correct and uniform scansion of a given half-line, word stress rules be determined first and then applied to the words constituting the half-line, and finally, the resulting linguistic stress pattern should be matched to a verse type. The analysis provides (1) traditional accounts from handbooks of word stress patterns, based on metrical evidence, and (2) the corresponding grid-based analysis of Old English stress rules. (MSE)

ED 304 991 HE 022 295

Helling, Mary Kay; Henry, Carolyn S.

Assessing Excellence in Family Science Programs.

PUB DATE- Nov 88

NOTE- 24p.; Paper presented at the Annual Conference of the National Council on Family Relations (Philadelphia, PA, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Educational Assessment; Educational Planning; Evaluation; *Family Life Education; Higher Education; Long Range Planning; Models; *Outcomes of Education; Student Development
IDENTIFIERS- South Dakota State University

A South Dakota State University model for developing student outcomes assessment plans in undergraduate family science programs is presented. This model consists of several steps: clarification of the departmental mission, goals, and objectives; specification of desired student outcomes; development of reliable, valid measures of student outcomes; and utilization of assessment data for curriculum review and revision. An exit exam was developed by a departmental assessment team at the university to assess the mastery of a common set of cognitive competence for all students completing the undergraduate major in child development and family relations. It was given to students within this major then revised and critiqued for reliability. Other assessment tools necessary for the implementation of a comprehensive assessment program are noted, including performance evaluations, senior capstone projects, placement information, practicum evaluations, and student teaching evaluations. Seven recommendations made for developing an assessment plan are: secure funding for the assessment planning program; identify and communicate the goals of the assessment plan; effectively utilize faculty resources; build upon the existing information; take a proactive approach; distinguish between undergraduate and graduate programs assessment; and keep communications open with university administration regarding expectations for and uses of assessment data. Contains 18 references. (SM)

ED 305 047 IR 013 723

Rosen, David
The Tail That Wags the Dog: The Impact of Homevideo on the Entertainment Business.
PUB DATE- Oct 88
NOTE- 10p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Cable Television; Commercial Television; Film Industry; *Films; *Marketing; *Public Policy;

*Retailing; *Videotape Recordings

Homevideo is the most important innovation to enter the entertainment industry since the mass adoption of television nearly 40 years ago. It has revolutionized the movie studios, contributed to the crisis besetting the broadcast television networks, and changed the way Americans are entertained. Homevideo is the only private-sector mass rental business, and has very quickly matured into a sophisticated industry. However, homevideo may be vulnerable to cannibalization by more efficient, convenient, and competitively priced delivery mechanisms because of its principal role as a resale market for feature films. Thus, homevideo may be ultimately replaced by the wider scale adoption of such alternative delivery mechanisms as pay-per-view or direct-to-home satellite services. (EW)

Counelis, James Steve
The University Library and the Doctoral Dissertation in Professional Education: A Case Study.
San Francisco Univ., Calif. Dept. of Education.
PUB DATE- 26 Oct 88
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Citations (References); Cybernetics; *Doctoral Dissertations; Higher Education; *Library Collections; Library Role; *Library Services; Professional Education; *Schools of Education; Statistical Analysis; Systems Approach
IDENTIFIERS- *University of San Francisco CA

This case study provides both systemic and systematic analyses of the university library's role in the knowledge transmission function and doctoral-level research needs in professional education. Based on a self-study of the School of Education (with five doctoral programs) and two university libraries at the University of San Francisco, the report describes a study of the bibliographical citations in a representative sample of the 618 School of Education doctoral dissertations on file and cataloged in Gleeson Library. Research questions to be answered through the study are delineated, i.e., whether the university libraries possess adequate holdings and the range of holdings needed to service the research needs of doctoral students, and whether they provide supporting research services that supplement their holdings. Seven facets of the study are discussed: (1) the method of random sampling and tests of the representativeness of the sample set of 62 dissertations; (2) the two sets of variables established for the case study, i.e., the 14 identifying variables for the dissertations and the five variables for the 4,277 non-duplicate citations; (3) the interdisciplinary character of the university library; (4) a citational profile of the doctoral dissertation; (5) the range of professional literature; (6) the depth of the university collection in terms of doctoral research; and (7) the nature of full support academic information services. Various supporting materials are appended, including displays of the data analyses in 14 tables and one chart. (CGD)

ED 305 103 JC 890 133

Harlacher, Ervin L., Ed.
Cutting Edge Technologies in Community Colleges.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- Control Data Corp., Minneapolis, Minn.
REPORT NO.- ISBN-0-87117-187-2

PUB DATE- 88
NOTE- 116p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One DuPont Circle, N.W., Suite 410, Washington, DC 20036 ($18.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- *College Planning; Curriculum; Electronics; Instructional Innovation; Integrated Curriculum; Interactive Video; Leadership; Learning; *Long Range Planning; Rural Education; Satellites (Aerospace); *Technological Advancement; Technology; Two Year Colleges

This collection of essays provides case studies of current uses of technology in community colleges and projections for the future. The collection includes: (1) "Education and Curriculum Futures: Impacts from Technological Advances and Global Trends," by Earl C. Joseph; (2) "The Sociological Implications of the New Technology," by Bernard G. Kirsch; (3) "Opening the World of Learning: The Electronic Connection," by Bennett H. Berman; (4) "Toward Telecommunity College: From Open Admissions to Open Learning," by Seymour Eskow; (5) "Leadership for a Learning Society," by Ervin L. Harlacher; (6) "A Communications Architecture for the Future: Maricopa Community College District," by Paul Elsner and Ron Bleed; (7) "There Is a Satellite in Your Future," by A. Robert DeHart; (8) "Facilitating the Integration of Emerging Technologies with the Curriculum and Institution at Cuyahoga Community College," by Nolen M. Ellison and Marshall E. Drummond; (9) "Pikes Peak Community College: A Case Study in Technology Integration," by Cecil Groves; (10); "High Technology: Evolutionary Impact on Teaching and Learning," by J. Terence Kelly; (11) "Education and Communications Technologies: A Challenge," by William McIntosh; (12) "Using Technology to Serve Rural Audiences: The John Wood Community College Model," by Paul R. Heath and Paul Kevin Heath; (13) "Interactive Videotape: Perspective and Promise," by Cara Garcia; (14) "The Leader's Role in Welcoming New Technology," by R. Jan LeCroy; and (15) "Future Roles of Executive Leaders," by Ervin L. Harlacher. (AJL)

ED 305 145 PS 017 859

Horgan, Dianne D.; Morgan, David
Experience, Spatial Abilities, and Chess Skill.

PUB DATE- Aug 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *Experience; *High School Students; *Logical Thinking; *Skill Development; *Spatial Ability
IDENTIFIERS- *Chess; Experts

A study examined chess expertise in 113 children in grades 1-12 who played competitive chess. Specific attention was given to the relationship between experience, as measured by number of games played, and skill, as measured by national chess ratings. For the top 15 players, emphasis was placed on relationships among chess skill, spatial abilities, and logical ability. Spatial abilities were measured by the Ravens Progressive Matrices and the Knight's Tour, while logical ability was measured by a Piagetian task. Findings indicated that improvement in skill was related to experience. Spatial abilities appeared to be more important than logical abilities to skill in chess. (RH)

ED 305 159 PS 017 875

Child Support: State Progress in Developing Automated Enforcement Systems. Fact Sheet for Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of **Human Resources.**
REPORT NO.- GAO/HRD-89-10FS

PUB DATE- Feb 89
NOTE- 29p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00 each, 25% discount on orders for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Administrator Attitudes; *Automation; Financial Support; *Law Enforcement; National Surveys; *Program Development; *State Programs
IDENTIFIERS- *Child Support Enforcement Program; District of Columbia; Guam; Puerto Rico; Virgin Islands

In a background report and five appendices, this fact sheet reviews the automation status of state child support enforcement programs, giving particular attention to the status of automation efforts, state and federal officials' views, and reasons for progress or lack of progress. Information was obtained primarily by telephone interviews of officials in the 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. As of May 1988, each of the 54 governmental units reported using some automation for its Child Support Enforcement Program. Provided in Appendix I are requirements for enhanced funding; in Appendix II, the status of state automated systems as of May 1988; in Appendix III, views of state and Office of Child Support Enforcement officials on state progress in automating systems; and, in Appendix IV, comments from the Department of Health and Human Services. Appendix V lists major contributors to the fact sheet. (RH)

ED 305 173 PS 017 890

O'Rourke, Kathy

Young Children of Alcoholics: Little People with Big Needs.

PUB DATE- Apr 89

NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Alcohol Education; *Alcoholism; *Childhood Needs; Children; Family Characteristics; *Family Problems; High Risk Persons; Identification; Intervention; *Parents; *School Role; Teacher Role
IDENTIFIERS- *Early Intervention

Although clinicians have recently come to view children of alcoholics as primary patients who deserve treatment in their own right, such youngsters have little access to appropriate services. Experts estimate that less than five percent of children of alcoholic parents receive the help they need. Recent research indicates that the younger the child during the period of alcoholic disturbance, the more severe the effects on the child. This paper describes: (1) characteristics and dynamics of alcoholic households; (2) characteristics of and risks to young children raised in alcoholic homes; (3) the role of public schools and teachers in interventions to meet the needs of such children; (4) problems in identifying children of alcoholics; (5) the developmental impact of parental alcoholism on adolescents; (6) characteristics of alcohol education programs; (7) key principles of psychoeducational programs for children of alcoholics; and (8) beneficial effects of early intervention. Thirty-one references are listed. (RH)

ED 305 240 SE 050 432

O'Brien, George E., Ed.
The Pittsburgh Science Technology Society Project: A Final Report.
Pittsburgh Univ., Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 20 Jun 88
NOTE- 46p.; For a related document, see SE 050 431.
GRANT- H01-61139/33-6852
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Economics Education; Graphs; Inservice Teacher Education; *Physics; *Pilot Projects; Program Content; *Program Descriptions; *Science and Society; Science Instruction; Secondary Education; *Secondary School Science; Social Influences; Technological Literacy; Technology; Urban Programs

This final report on the inservice education of secondary science teachers for the teaching of science via Science Technology Society (STS) materials lists the major objectives of the project as: (1) write four instructional modules with a science, society and technology focus which address special concerns and needs of the underserved and underrepresented populations of Pittsburgh; (2) provide inservice training for 25 secondary science teachers in the effective use of the new STS instruction modules; and (3) determine the impact of the STS project upon the teachers and students in the secondary schools of the pilot study. The topics for the instructional modules included the auto and energy, selection of consumer projects, transportation and community, and the automobile and social issues. Issues discussed in this report which arose during the course of the study include major problems encountered, problem resolution alternatives, evaluation of the modules, dissemination of materials, and budget summary. Included is an overview of the four modules including processes, activities, and instructional objectives. (MVL)

ED 305 255 SE 050 464

Wright, Emmett L.; And Others

The Effects of Intensive Instruction in Cue Attendance upon Elementary Science Education Preservice Teachers' Interactive Inquiry Thought Processes: A Preliminary Qualitative Study. Research Paper.

Kansas State Univ., Manhattan. Center for Science Education.
PUB DATE- 89
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Elementary School Science; *Elementary School Teachers; Elementary Secondary Education; Higher Education; *Inquiry; *Preservice Teacher Education; Science Programs; *Science Teachers; *Teacher Behavior; Teacher Education; Teacher Education Programs; Teacher Effectiveness

IDENTIFIERS- Cue Attendance

Teaching has been described by a number of educational researchers as a complex cognitive activity. In an effort to contribute to the knowledge base for elementary science teacher effectiveness, this study was undertaken to build upon the procedures and findings of previous intensive instruction research by providing a framework for the investigation of the effects of intensive instruction upon the thought processes of preservice elementary science education teachers engaged in inquiry skill tasks. Fourteen preservice teachers enrolled in education courses of a major mid-western university were randomly assigned to either a treatment or control group. Treatment subjects received intensive instruction in cue attendance. All subjects were assessed for their ability to observe details, ask questions and to generate hypotheses on inquiry skill tasks. Intensively instructed subjects performed better in inquiry skill tasks than those subjects receiving no intensive instruction. Intensive instruction appears to have enhanced the treatment subjects' ability to consider and report a greater number of alternative relevant cues while engaged in the observation of details. (YP)

ED 305 270 SE 050 488

Yore, Larry D.; Denning, David
Implementing Change in Secondary Science Reading and Textbook Useage: A Desired Image, a Current Profile, and a Plan for Change.
PUB DATE- 89
NOTE- 69p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Content Area Reading; Instructional Materials; Reading Improvement; Reading Materials; *Reading Skills; Secondary Education; *Secondary School Science; Teaching Methods; *Textbook Content; *Textbook Evaluation; Textbook Research; Textbooks

Most secondary science courses in North America are designed to use textbooks as the primary or exclusive source of information about the content or processes of science, and most science teachers focus their instruction on a single text. Although there are many serious issues raised by the overwhelming reliance on text-based teaching/learning in science, the text-based approach is likely to remain a dominant instructional method in most secondary science classes. Furthermore, while a large variety of approaches are possible for teaching with science texts, until very recently, little has generally been done to prepare science teachers regarding effective uses of textbooks and for teaching content reading skills in the science classroom. This study attempted to: (1) describe a desired image for science reading instruction and effective use of science textbooks based on current reading research results; (2) describe the current profile of science reading instruction and use of science textbooks in secondary classrooms; and (3) propose the first steps for planned changes in secondary science reading instruction and uses of science textbooks. (CW)

ED 304 948 FL 017 939

Norrick, Neal R.
Repair in a Bilingual Family: The Preference for Other-Correction.
PUB DATE- 28 Dec 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (New Orleans, LA, December 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Child Language; English; Fathers; *German; *Interference (Language); Mothers; Preschool Children; *Sibling Relationship
IDENTIFIERS- *Caregiver Speech; *Error Correction (Language)

A study examined repair sequences in talk between two German-English bilingual children and between parent and child within a nuclear family in which German is generally spoken. Data were drawn from tape recordings and developmental diaries kept on the two preschool children. Patterns of parent-child and child-child corrections were examined. In parent-child corrections it was found that the father, a native speaker of American English, corrected most often for negative transfer from one language to another, primarily Germanisms brought into English usage. In contrast, the native German-speaking mother corrected primarily the error types monolingual German children make, particularly inflections. Repair was made most often in the turn just following the discrepancy. In child-child corrections, the older child began correcting his sister at age four years, three months. At first, corrections focused on facts, then on language usage and style, and subsequently on interference. Later he turned to giving explanations or appropriate contexts for the repair. At just five years, he made his first syntactic correction. The younger child did not correct her brother during the study. Overall, the repair patterns parallel those found in other studies. (MSE)

ED 304 962 HE 022 249

Lyons, Paul
Cooperative Learning Methods and the Adult Learner.
PUB DATE- Aug 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Students; *College Instruction; *Cooperative Learning; Educational Theories; Group Activities; Higher Education; *Instructional Design; Learning Theories; Student Motivation; Student Needs; *Teaching Methods

The characteristics of cooperative instructional designs are defined, and their effect in enhancing adult motivation and learning is discussed. Following a discussion of some aspects of adult needs in the instruction environment, the critical features of control theory, synergogy, and cooperative learning in general are examined. The advantages and limitations of specific cooperative instructional designs are identified. An instructional design is proposed that is intended to maximize the effectiveness of instruction for both the learner and the instructor. It is concluded that for maximum achievement, the cooperative learning design should include such elements as: task specialization for each individual on the team; group study and collaboration; assessment of individual member performance on a task; a group or team "score" based on individual members' performance; and use of specific group rewards based on individual learning. An example of such a cooperative learning design is provided. Contains 10 references. (KM)

Information Technology: Making It All Fit. Track VIII: Academic Computing Strategy.
CAUSE, Boulder, Colo.
PUB DATE- 89
NOTE- 62p.; In: Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference; see HE 022 355.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Business Administration Education; *Change Strategies; College Planning; *Computer Uses in Education; Higher Education; Information Technology; Long Range Planning; *Management Information Systems; Participative Decision Making; *Policy Formation; Private Colleges; State Universities; Technological Advancement; Technology Transfer; Telecommunications
IDENTIFIERS- Bentley College MA; *CAUSE National Conference; Decision Support Systems; Eastern Washington University; Syracuse University NY; University of Akron OH; University of Kentucky; University of Pennsylvania Wharton School

Six papers from the 1988 CAUSE conference's Track VIII, Academic Computing Strategy, are presented. They include: "Achieving Institution-Wide Computer Fluency: A Five-Year Retrospective" (Paul J. Plourde); "A Methodology and a Policy for Building and Implementing a Strategic Computer Plan" (Frank B. Thomas); "Aligning Planning, Policy Development, and Information Services Delivery in a Shared Governance Environment" (Marshall Edward Drummond and Steven R. Neiheisel); "The Changing Role of the CIO: Establishing the Infrastructure Was the Easy Part" (Carol A. Barone); "'Partnerships' Are the Focus of This Information Systems Plan" (Douglas E. Hurley); and "Strategic Planning for Technology at the Wharton School: Facilitating Change" (William J. Brennan, Michael F. Eleey, Thomson M. Kuhn, Drusie Sheldon, and Shirley Slotnik). (SM)

ED 305 076 IR 052 688

Spriestersbach, Barbara, Ed.; Cowen, Linda, Ed.

Stacks of Ideas. Activities for the Library Media Center and Classroom, 7-12.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 88
NOTE- 337p.; For Stacks of Ideas K-8, see IR 052 687.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Planning; *Course Integrated Library Instruction; Curriculum Guides; Information Needs; Learning Resources Centers; *Library Skills; *Media Specialists; School Libraries; Secondary Education; *Secondary School Teachers; Teaching Methods; *Units of Study

This guide is a collection of 35 model units of instruction for grades 7-12 that has been developed to illustrate the relationship between information skills and the curriculum. Each unit includes goals, learner outcomes for the content, information skills areas, student activities, and an evaluation plan. Teaching methods include simulations, games, and independent study projects; a current events unit includes an introduction to online searching. It is suggested that teachers and library media specialists cooperate to adapt and execute these units and design other units and activities that integrate information skills with classroom content in a variety of disciplines. Appendixes include a flowchart for planning integrated units; a form for assessing the curriculum involvement of the library media center; and a form for evaluating a unit to be completed by the teacher. (CGD)

ED 305 301   SO 019 775

Audoin-Rouzeau, Stephane
Teaching about the French Revolution in Secondary Schools in Europe. Report of the Council of Europe Teachers' Seminar (39th, Donaueschingen, West Germany, May 16-21, 1988). The CDCC's Teacher Bursaries Scheme.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(88)-30-E
PUB DATE- 15 Jun 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Comparative Education; *Curriculum Development; Foreign Countries; Instruction; Secondary Education; Seminars; Social Studies; *World History
IDENTIFIERS- *Europe; *French Revolution

The purposes of this seminar were to examine the role of teaching about the French Revolution in European secondary schools, to examine common interpretations of this historical period, and to define methods of arriving at common perceptions. This report considers: (1) selected problems in teaching about the French Revolution in various European countries; (2) the impact of the Revolution on other countries; (3) overall perceptions of the positive results of the Revolution; and (4) examples of the relationship of the French Revolution to the history of selected European countries. An appendix contains the seminar's working groups' reports on: (1) the place of the French Revolution in various countries' history syllabi; (2) important French Revolution topics and themes; and (3) a comparison of selected countries' school age groups in terms of when the history of the French Revolution is taught and which revolution-related topics are stressed. A participant list is included. (JHP)

ED 305 316 SO 019 806

Lee, David
Women and Geography: A Comprehensive Bibliography 1988 with Supplement .
PUB DATE- 88
NOTE- 80p.; For the 1987 edition, see ED 289 790.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Females; Geographic Concepts; *Geography; Higher Education; Indexes; Information Sources; Program Descriptions; Research Tools; Resource Materials; Resources; Social Science Research; *Womens Studies

This is a bibliography of works about women in the discipline of geography and geographic studies of women in society. Conference papers, journal articles, books, and references to additional bibliographies are cited. Comprised of 658 citations, this document is an ongoing project that is periodically updated, and the 1988 supplement contains 159 new references. The guidelines used for selecting materials are all works appearing in a known geography publication which make reference to women or gender issues and works dealing with women which are written by geographers. An index of names and an index of subjects are included. (GEA)

ED 304 933 FL 017 890

Kenna, Constance N.
Business German, Middlebury College, Vermont, and Europe: A Case History--and a Model?
PUB DATE- Apr 88
NOTE- 11p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Case Studies; Course Descriptions; *Economics; *German; Higher Education; *Languages for Special Purposes; Language Teachers; Program Implementation; Second Language Instruction; Teacher Improvement
IDENTIFIERS- *Middlebury College VT

One college language teacher's experience in becoming familiar with business German, economics, and the German-speaking business world is described. The training for the business German teacher at Middlebury College included auditing courses in macro- and microeconomics offered at Middlebury college and spending 6 weeks in West Germany to gather materials and to become conversant in business German matters. In West Germany, the teacher contacted individuals in the business community to whom she had been referred, conversed with friends about everyday economic matters, made notes on new concepts and vocabulary, and audited classes in local institutions. The resulting course has been taught four times, with revision and updating. Guest speakers contacted through the state agency on development have been a valuable addition to the course, and alumni German majors invited to visit the class have been well received. On a later trip to West Germany, arrangements were made for the teacher to undertake a series of internships in different companies. It is anticipated that this experience will result in internships and an additional seminar being offered at the home institution. The personal and professional rewards of the 5 years of study, planning, and program implementation are seen as considerable. (MSE)

ED 304 977 HE 022 280

A Policy Prospectus for Graduate Medical Education in New Jersey.

Advisory Graduate Medical Education Council of New Jersey, Trenton.; New Jersey State Dept. of Higher Education, Trenton.

PUB DATE- 85

NOTE- 66p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Quality; Financial Support; *Graduate Medical Education; Higher Education; *Labor Needs; *Labor Supply; *Medical Education; *Physicians; State Standards

IDENTIFIERS- *New Jersey

A study was undertaken to develop guidelines for the future course of graduate medical education (GME) in New Jersey. General findings were that the current array and total number of hospital-based GME offerings by specialty and location appear sufficient, although attention must be paid to appropriate distribution; that the major basis of funding for hospital-based GME programs should continue to be provided from patient care revenues through the current system in sufficient amounts to safeguard program quality; and the quality of programs should continue to be monitored regarding medical school affiliation, formal accreditation, and the continuing presence of foreign medical school graduates. Major recommendations include the following: (1) the state's GME training capacity should be expanded only if adequate funding is available, appropriate standards of quality can be assured, and a need for additional training opportunities is demonstrated; (2) hospital reimbursement should be based upon determinations that the GME programs address state physician manpower needs and possess both formal accreditation and medical school affiliation; (3) uniform and improved methods of hospital accounting and reporting procedures for reimbursement determinations should be developed; and (4) an expanded database, for monitoring and verification of capacity and quality, should be developed and maintained. Appendices provide information and tables on physician shortages and demand, distribution of residents, legislation and hospitals. Contains 20 references. (KM)

ED 305 005 HE 022 318

Sandler, Bernice R.
The Restoration of Title IX: Implications for Higher Education.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- Jan 89
NOTE- 15p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009 ($5.00 prepaid; 15-99 copies, $3.50 each; 100 or more copies, $2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Affirmative Action; Civil Rights; *College Athletics; College Students; Educational Finance; *Equal Education; *Federal Aid; Higher Education; *Legal Responsibility; School Personnel; *Sex Discrimination; Single Sex Colleges
IDENTIFIERS- *Title IX Education Amendments 1972

This booklet helps institutions understand the restoration of Title IX of the Education Amendments of 1972 and changes resulting from the Civil Rights Restoration Act. Title IX prohibits sex discrimination in federally assisted education programs. A 1984 ruling held that Title IX covers only programs or activities funded with federal money. In March 1988, the Civil Rights Restoration Act ensured that Title IX applies to the entire institution regardless of where federal funds are used. Sections focus on the following: which institutions are covered; exemptions (admissions, military school, and religious); affirmative remedial action; discrimination; how to treat students (admissions, recruitment, housing/facilities, courses, educational activities, counseling, financial aid, employment aid, health and insurance benefits, abortion, marital or prenatal status, athletics, textbooks and curricular materials, sexual and peer harassment, and sexual assault, abuse, and rape); how to treat employees (recruitment, compensation, job classification, fringe benefits, marital/prenatal status, pregnancy, and pre-employment inquiries); a list of actions for institutions to take (i.e. assuring the government they are complying with Title IX requirements and adopting and publishing grievance procedures); and single-sex organizations/programs (groups whose membership practices are exempt, programs operated by educational institutions, and programs not operated by educational institutions but receiving significant assistance from recipients of federal funds). An appendix discusses Title IX and athletics. (SM)

ED 305 019 HE 022 338

Gaylord, Thomas; And Others
Statistical Abstract 1988. University of Alaska System of Higher Education.
Alaska Univ. System, Fairbanks. Office of Institutional Research.
PUB DATE- Feb 89
NOTE- 304p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Buildings; *College Faculty; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Expenditures; *Facilities; Financial Support; Grades (Scholastic); Higher Education; Income; Salaries; State Aid; State Surveys; Tuition
IDENTIFIERS- *University of Alaska System

The third annual statistical abstract for the University of Alaska System is presented. Intended to be factual rather than interpretive for use by the Board of Regents, institutional administrators, and public officials, it documents the first year effects of restructuring the University of Alaska System (due to the extreme and rapid state funding reductions). Seven sections focus on the following: (1) enrollments (i.e., fall 1987 credit headcount by campus/level/residency/sex and fiscal year (FY) 1987 correspondence study activity); (2) programs, awards, and grades (i.e., FY 1983-88 degrees/certificates by institution and fall 1987 grades by department/subject/course level); (3) faculty and staff (i.e., fall 1987 full time faculty by department/rank/sex/age/highest degree and fall 1987 student faculty ratios by department/subject); (4) facilities, property, and land (i.e., fall 1987 building inventory and FY 1987 library statistics); (5) fiscal analysis (i.e., FY 1983-88 restricted current funds revenue and FY 1984-88 state financial aid to students by campus/type); (6) comparative statistics (i.e., FY 1988 state public higher education support factors and FY 1976-88 higher education prices and price indexes); and (7) special projects

summary (i.e., enrollment projections and environmental scan for 1988-98 and FY89 market-based faculty salary model). (SM)

ED 305 048 IR 013 724

Tirman, W. Robert
U.S. Telecommunications and Trade Policies: The Need for an Effective Information Age Model.
PUB DATE- Oct 88
NOTE- 58p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Federal Regulation; *International Trade; Models; *Networks; *Policy Formation; Public Policy; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Federal Communications Commission
This paper examines the need for telecommunications and international trade policies in the Information Age and presents a model for developing such policies. The first of seven sections discusses the need for an Information Age Model, and the technological changes that are giving rise to increasingly integrated Information Age networks are examined in the second. The third section then reviews the Federal Communications Commission's (FCC) efforts in its "Computer III" decisions to adapt telecommunications policy to facilitate the advent of intelligent networks and advanced integrated systems. The fourth section shows how trade policy is gradually addressing the technological advances and resulting changes in the marketplace, while the FCC's current efforts to define an appropriate telecommunications and trade model are examined in the fifth section together with its track record in past attempts to influence U.S. access to foreign markets. Threshold principles that might be incorporated into a possible model for U.S. decision-makers are discussed in the sixth section, and the final section concludes by reemphasizing Digital Corporation's hope that this paper will serve as a catalyst for forward-thinking analysis of a sound U.S. approach for the Information Age. (194 footnotes) (EW)

ED 305 062 IR 013 738

Cohen, Edward E.

Children's Television Commercialization Survey. A Special Report from Research & Planning.

National Association of Broadcasters, Washington, D.C.
PUB DATE- Feb 88
NOTE- 23p.; A Special Report from the Research & Planning Department. Cover title varies slightly.
AVAILABLE FROM- National Association of Broadcasters, 1771 N Street NW, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Broadcast Industry; *Childrens Television; *Commercial Television; *Programing (Broadcast); *Television Commercials; Television Research; *Television Surveys; *Television Viewing

The National Association of Broadcasters conducted a mail survey of local commercial television stations to determine the levels of commercials and non-program material run in programs produced for children under the age of 12. A random selected composite week from the 1986-87 television season was used and 267 stations from a random sample responded for a 57.4% response rate. The survey yielded over 5,600 programs covering more than 3,000 "clock hours" of air time. The results of the survey showed that the average children's program contained slightly more than 8.5 minutes of commercial time on a per-hour basis; total non-program material time was just over 13 minutes per hour; and commercialization levels in non-network programs appear to vary by market size. It was also found that over two-thirds of all programs have fewer than 10 minutes per hour of commercials, and nearly 9 out of 10 programs have fewer than 12 minutes of commercials on a per hour basis. A complete copy of the survey is provided, and the data from the survey is summarized in eight tables. (Author/EW)

ED 305 131   PS 017 728

Worshtil, Marti
Prince George's County Response to HB 1071: School-Age Child Care Needs Assessment.
Prince George's County Commission for Children and Youth, Landover, MD.
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Services; Delivery Systems; Demography; Elementary Education; Local Government; *Needs Assessment; Parent Attitudes; *Public Policy; Public Schools; Questionnaires; *School Age Day Care; School Surveys; *State Legislation
IDENTIFIERS- *Community Needs; Mandatory Programs; *Maryland

The legislature of the State of Maryland enacted a bill that requires each county in the state to conduct a needs assessment for the delivery of before- and after-school child care services to children 4-14 years of age and offer recommendations for the delivery of care. This document provides Prince George's County's response to the legislation. Content includes discussion of current services, policies, a survey of parents' need for services, data compilation, survey results, and demographic data. Analyses of services, of policies, of the survey, and of the demographic data are also reported. Data indicated that Prince George's County has a critical need for school-age child care services for children between 4 and 14 years of age. A total of 32,944 children have no supervision before or after school. It is concluded that the county has appropriate service models in place. All that is required to meet children's needs is an expansion of current services. The survey instrument is included in the report, as is a copy of the bill (HB-1071). (RH)

Gotts, Edward Earl
HOPE, Preschool to Graduation: Contributions to Parenting and School-Family Relations Theory and Practice. AEL Final Report.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 282p.; For a related document, see PS 017 861.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Failure; Child Rearing; Dropouts; Elementary School Students; Family (Sociological Unit); Family Influence; Family School Relationship; Followup Studies; High School Students; *Intervention; Longitudinal Studies; *Parent Child Relationship; Preschool Children; *Prevention; *Program Effectiveness; Regional Programs; Research Methodology; Student Adjustment; *Underachievement
IDENTIFIERS- Appalachia; Early Intervention; *Home Oriented Preschool Education Program

Reported are findings of a large-scale, longitudinal follow-up study of the Home-Oriented Preschool Education (HOPE) Program, one facet of a multifaceted attack on the endemic problem of underachievement in Appalachia, which sought to find solutions viable within the region's family and cultural traditions. The scope of the study is immense, encompassing child data from the preschool years through high school graduation, including multiple perspectives of family demographics and functional indicators of child rearing performance, and focusing on the contribution of a home visitor treatment during the preschool period. The 12 sections of the report discuss: (1) background and overview of study; (2) measurement procedures used; (3) characteristics and meaning of 72 major derived variables; (4) establishing the construct meaning of indicator variables; (5) inferential studies controlling for socioeconomic status, including academic orientation, parental support of learning, parental generativity, parental nurturance/affection, parental control/dominance, and home environment; (6) nurturance and control; (7) school promotion and retention; (8) graduation, dropping out, and consequences; (9) multivariate analyses of outcomes; (10) personality and social behavior; (11) parenting and school-home relations; and (12) conclusions and recommendations. A summary is provided in the final chapter. It is concluded that HOPE was an effective primary prevention program relative to academic issues for boys and girls. Further, the program prevented unfavorable emotional patterns and personality characteristics in boys and enhanced the self-concepts of girls. Over 70 references are cited, 34 of which focus on the HOPE program and related work. (RH)

ED 305 213 RC 017 026

Valdivieso, Rafael; Davis, Cary
U.S. Hispanics: Challenging Issues for the 1990s. Population Trends and Public Policy, Number 17.
Population Reference Bureau, Inc., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 88
NOTE- 21p.
AVAILABLE FROM- Circulation Department, Population Reference Bureau, Inc., P.O. Box 96152, Washington, DC 20090-6125 ($5.00; 2-10 copies, $4.50 each, discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Demography; *Educationally Disadvantaged; *Educational Opportunities; Education Work Relationship; *Ethnic Discrimination; *Futures (of Society); *Hispanic Americans; Labor Force Development; Minority Groups; Nondiscriminatory Education; Public Policy; Social Change; *Trend Analysis
The number of Hispanics in the United States reached 20 million in 1988, a 34% increase since 1980, reflecting growth that challenges U.S. policymakers in nearly every area, but most urgently in education, job training, and welfare. There is considerable diversity within the U.S. Hispanic community, but Mexicans, Puerto Ricans, Cubans, and other Latinos share backgrounds from a Spanish-speaking country. U.S. Hispanics have a relatively lower median age and have larger families than non-Hispanics, two factors that help create momentum for future growth. Hispanics have long been a disadvantaged minority, handicapped by low levels of education and ethnic discrimination. The average 1987 household income for Hispanics was two-thirds that of other Americans. The quality of the future U.S. labor market will be jeopardized unless Hispanics improve their education and job skills. Most agree that improving the plight of the Hispanic population must begin with schools, but people disagree about the most effective approach. The growing Hispanic population constitutes a burgeoning consumer market for American businesses and could provide a competitive advantage to U.S. corporations in Latin America. The emergence of the Hispanic voter has been a major factor in U.S. politics and may shift the political priorities in some areas. Although there will be exceptions, there is little indication that the position of U.S. Hispanics will improve during the 1990s. Indicators underscore the need for policies to break this cycle of underachievement and poverty. This document contains photographs, graphs, 17 footnotes and 5 references. (TES)

ED 305 227 SE 050 405

Heaney, John, Comp.
Better Science: How To Plan and Manage the Curriculum. Curriculum Guide 5.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 49p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Instructional Development; *Instructional Improvement; *Science Curriculum; Science Departments; Science Education; Science Instruction; Science Teachers; *Secondary School Science
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. Section one of this guide discusses consulting and negotiating both with colleagues and others. Sections two and three address the timetabling issue. Section four explains a strategy that a science department might adopt in designing its curricular framework. Section five discusses the presentations of science as separate subjects or as a fully integrated subject. Section six discusses the sequence of learning events experienced by individuals and groups during a course. Sections seven and eight deal with the politics of curriculum change as it relates to science education. An introduction and references are provided. (RT)

ED 305 285 SO 019 750

Beach, Richard, Ed.; And Others
Teaching Canada, Volume 5, Numbers 1-3, 1986-1987.
State Univ., of New York, Plattsburgh. Coll. at Plattsburgh. Center for the Study of Canada.
PUB DATE- 87
NOTE- 34p.; For related documents, see ED 292 703 and SO 019 751.
AVAILABLE FROM- Center for the Study of Canada, State University of New York, Plattsburgh, NY 12901.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Area Studies; Cultural Awareness; Cultural Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Newsletters; Resource Materials; Social Studies; Teaching Methods
IDENTIFIERS- *Canada; *Canadian Studies

Volume 5 of this publication features: (1) "It's Elementary: Strategies, Resources, and Ideas for Teaching Canada in the Elementary Classroom" (C. Turrone) in issue 1; (2) "The French Fact: Its Impact on Canadian Culture" (R. Wheeler) in issue 2; (3) a student award winning essay, "Black Americans and the Canada Experience" (A. Van Voolen) in issue 3; and (4) "The Struggle for North America: Eighteenth Century Revolution and Readjustment" (G. Sherman) also in issue 3. All three issues contain additional features such as information on teaching about Canada, teaching strategies, book reviews, future events, a French language article, games, puzzles, and classroom resources. (JHP)

ED 305 200 RC 017 009

Humanities Resource Center Catalog. A Guide to Speakers, Packaged Programs, and Media Materials Available from the South Dakota Committee on the Humanities.

South Dakota Committee on the Humanities, Brookings.

PUB DATE- 88

NOTE- 44p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Audiotape Cassettes; Exhibits; Films; *Humanities; Human Resources; *Resource Centers; *Resource Materials; Slides; Videotape Cassettes

IDENTIFIERS- *South Dakota

The purpose of the Humanities Resource Center is to make humanities programs available as efficiently and expeditiously as possible to all organizations in South Dakota. This catalog lists speakers, packaged programs, and audiovisual materials related to various disciplines of the humanities, for example, philosophy, ethics, comparative religion, history, languages, and the arts. The media materials may be borrowed by any group. A small donation is requested for some of the programs. An application form is included. (ALL)

ED 304 963 HE 022 250

Spofford, Tim

Lynch Street. The May 1970 Slayings at Jackson State College.

REPORT NO.- ISBN-0-87338-355-9
PUB DATE- 88
NOTE- 219p.
AVAILABLE FROM- Kent State University Press, Kent, OH 44242 ($24.00, paperback).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; *Black Colleges; *Black Students; Civil Disobedience; Civil Rights; *Demonstrations (Civil); Dissent; Higher Education; Law Enforcement; Minority Groups; Police; Social Behavior; *Violence
IDENTIFIERS- *Jackson State College MS; Mississippi

The story of the 1970 Jackson State College slayings following an unruly anti-war demonstration by black students is pieced together via interviews with students wounded in the gunfire and other eyewitnesses, as well as an examination of public records, court testimony, and newspaper accounts. The events are presented in the context of the history of Jackson, Mississippi, and of the student protests of the 1960s. For the second time in 10 days, law enforcement officials fired upon students on an American college campus. First there had been the killing of four white students by National Guardsmen at Kent State University. Though that event has been remembered as a violent coda to the 1960s, the subsequent killings (two dead and 12 wounded) by law enforcement officials on the black campus in Mississippi have been largely forgotten. However, in Jackson it created a crisis. The story of that town and school is told, noting that litigation in the Jackson State case dragged on for 12 years. Contains about 100 references. (SM)

Beadle, Mary Ellen; Feitler, Fred C.

A Study of Instructor Goals, Strategies and Stages of Group Development.

PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Educational Strategies; *Groups; Higher Education; Instructional Design; *Instructional Development; Objectives; Outcomes of Education; Planning; Teacher Role

A study examining the relationship between the importance of instructional goals and instructor use of instructional strategies based on the five stages of group development (orientation, norm development, conflict, productivity, and termination) is reported. Instructional design is concerned with prescribing methods of instruction based on objectives, subject matter, and process. To determine a relationship between goals and strategies, two questionnaires (for teachers and students) were developed. Both had 10 statements on instructional goals and 24 on instructional strategies. They were completed by 54 college instructors and the students in each of their classes in seven liberal arts colleges in northeastern Ohio. The main purpose was to determine if a relationship existed between instructional goals and instructional strategies based on the stages of group development. The positive correlations indicated that goals and strategies varied in the same direction. The lack of relationships between subject matter mastery goals and strategies may be due to the goal statements used and the fact that college instructors do not use group process strategies to achieve subject matter mastery goals. There seems to be a lack of internal consistency for the goal statements which limits the use of the statements for other studies. Study results provide a rationale for development of a taxonomy for events of instruction that relate goals and strategies. Instructional design should identify ideas from other models of curriculum and instruction. Contains 31 references.(SM)

ED 305 091 IR 052 721

Freivalds, Dace I.; Carson, Sylvia

Extending the OPAC: Creative Uses of Microcomputers To Enhance Library Services.

PUB DATE- Oct 88
NOTE- 29p.; Paper presented at the National Conference of the Library and Information Technology Association (2nd, Boston, MA, October 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; *Database Management Systems; Higher Education; *Information Sources; *Library Automation; *Library Services; *Microcomputers; *Online Catalogs; User Needs (Information)
IDENTIFIERS- Library Information Access Retrieval System; *Pennsylvania State University

This report describes an online public access catalog (OPAC) developed at Pennsylvania State University which downloads, manages, and manipulates data once it has been retrieved. The paper begins with a list of the 12 features of the system, which is called MicroLIAS (Library Information Access System): (1) build and fully index any number of local databases; (2) access local databases and LIAS using the same body of searching skills; (3) download records from the LIAS online public access catalog into local databases; (4) input/edit records using formatted work screens and a full screen editor; (5) build variable length records with variable length fields; (6) use USMARC tags and subfields or named field tags; (7) select from multiple displays for individual records; (8) customize indexing for each database; (9) use system-supplied and user-defined function keys; (10) interface with word processing software; (11) configure software to suit individual needs; and (12) produce customized bibliographies and book catalogs. Descriptions and examples are then provided of current MicroLIAS applications in the library's technical services (gifts control, labelling, snags control); public services (new books listing, subject bibliographies, videocassette catalog); and computing services (tracking work-in-progress, inventory control, tracing terminal problems). Also presented is a list of possible future areas of application of the system. It is suggested that the design of MicroLIAS, which treats the OPAC as a source of information rather than as an end in itself, is an important concept that should be seriously considered in the further development of online catalogs. (CGD)

ED 305 118 JC 890 150

Washington Community Colleges. Fall Quarter Report, 1988.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 88
NOTE- 28p.; Prepared by the Information Services and Enrollment Planning Division.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Transfer Students; Community Colleges; *Enrollment Influences; *Enrollment Trends; Full Time Equivalency; Remedial Programs; School Demography; State Aid; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Washington

A statistical overview is provided of trends in course enrollments and student characteristics in the Washington community colleges. The report considers data related to: total course enrollments; full-time equivalent (FTE) enrollment in academic, vocational, and basic skills programs; state-supported FTE's by college; headcount and FTE enrollment in state-supported basic skills and developmental courses; enrollment trends in transfer and vocational programs, from 1984 to 1988; day, on-campus FTE's by college; trends in numbers of full- and part-time faculty, from 1984 to 1988; and percentages of full- and part-time faculty by college. With respect to student characteristics, the report looks at demographics, day/evening attendance, course area, and headcount by college and by funding source. Highlighted findings include the following: (1) the Washington community college system served 94,755 FTE students in fall 1988, with 83,481 of those students in state-funded courses; (2) fall 1988 headcount enrollment increased 5.8% over fall 1987 levels, while FTE enrollments increased by 4.6%; (3) factors contributing to enrollment growth were a 2.2% increase in the adult population; increased demands for English-as-a-Second-Language and other classes for those seeking permanent residency under the Immigration Reform Control Act; increased enrollment rates among recent high school graduates; and increased demands for training in the allied health fields and pre-college level developmental studies courses; (4) the student population was 16% minority, 58% female, and 53% part time; and (5) state-supported classes were taught by 3,695 FTE faculty. (AJL)

ED 305 160 PS 017 876

Richards, Herbert C.; And Others
Moral Reasoning and Classroom Conduct: A Closer Look.

PUB DATE- Apr 89
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Developmental Stages; Elementary Education; *Elementary School Students; Grade 4; Grade 8; *Moral Development; *Sex Differences; *Socioeconomic Status
IDENTIFIERS- *Causal Models; Developmental Patterns; *Moral Reasoning

The purpose of this study was to compare the relative merits of two causal models in which moral reasoning, sex, and social class were used to predict classroom behavior problems. Model A implied that conduct problems would decline linearly as moral maturity increased. Model B implied that the lowest as well as the highest levels of moral maturity would be associated with fewer conduct problems, and posited a curvilinear association. Participants were 60 rural Virginia fourth- and eighth-grade students, 33 boys and 27 girls, most from lower-class families. Subjects were assessed for moral reasoning with Kohlberg's interview method and Standard Issue Scoring. Teachers independently rated classroom conduct with the Conduct scale of the Behavior Problem Checklist. Two path analyses were conducted to test the merits of the respective models. Results did not support Model A, but accorded well with Model B. Higher social class standing, being female, and scoring toward either extreme of the moral maturity continuum all contributed independently to a reduced incidence of teacher-rated conduct problems. When the 28 subjects who exhibited more than 10 percent Stage 1 reasoning were removed from the analysis, results accorded well with the more linear findings of other investigations. Over 40 references are cited. (RH)

ED 305 174 PS 017 891

Crawley, Margaret; And Others
Child Care in Michigan: A Profile.
Michigan 4C Association, East Lansing.
SPONS. AGENCY- Michigan Women's Commission, Lansing.
PUB DATE- 89
NOTE- 80p.
AVAILABLE FROM- Michigan 4C Association, 2875 Northwind Drive, Suite 200, East Lansing, MI 48823 ($5.00, plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Costs; *Day Care; Early Childhood Education; Employer Supported Day Care; Family Programs; *Federal Government; *Government Role; Guidelines; Insurance; *Policy Formation; Profiles; Program Descriptions; Public Policy; *State Government; *State Programs; State Surveys
IDENTIFIERS- *Michigan

In 1988, the Michigan Community Coordinated Child Care (4C) Association was established to help develop a statewide child care policy and to provide support to a network of 13 local and regional 4C agencies. One of the association's first major tasks was to describe the state of child care and related services in Michigan and to make recommendations to policymakers and child care service providers. This research report contains findings and recommendations on ways to improve and expand the state's child care delivery system, which provides services in a diversity of program settings. Discussion begins, in Part 1, with a review of the availability, affordability, accessibility, and quality of services offered. In Part 2, the child care picture is viewed from a national perspective in terms of federal and state child care initiatives. In Part 3, related family support systems are discussed. Also presented, in Part 4, are an analysis of employer-sponsored child care initiatives and, in Part 5, a review of child care regulation and liability insurance. Part 6 is devoted to a series of policy recommendations that can be used to build a comprehensive and effective statewide child care delivery system. Appended are statements of 10 child care principles for policymakers and a table of child care costs in Michigan counties. Over 50 references are cited. (RH)

ED 305 187 RC 016 933

Rossel, Pierre, Ed.
Tourism: Manufacturing the Exotic. IWGIA Document No. 61.
International Work Group for Indigenous Affairs, Copenhagen (Denmark).
PUB DATE- Aug 88
NOTE- 208p.
AVAILABLE FROM- International Secretariat of IWGIA, Fiolstraede 10, DK-1171 Copenhagen K., Denmark (U.S. subscription--individuals, $22.00; institutions, $38.00. Also available separately; also available in Spanish).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indians; Canada Natives; Colonialism; Cultural Differences; Ethnic Bias; Ethnic Groups; Ethnic Relations; *Ethnic Studies; Foreign Countries; Imperialism; *Indigenous Populations; Political Issues; *Racial Attitudes; *Tourism
IDENTIFIERS- Amazon Basin; Brazil; Canada (West); Colombia; *Cultural Hegemony; Indonesia; Kenya; Pakistan; Peru; Philippines; Seychelles

The objective of this document is to outline the relationship between tourism and cultural minorities. It aims to understand the nature of the relationship, to point out its most serious and harmful effects and to make known some of the survival strategies that cultural minorities employ. The document calls tourism "the greatest economic and socio-cultural phenomenon of our epoch" and suggests that cultural minorities suffer more than anyone from its negative effects. This document, three years in the making, was born from an interest in tourism and its consequences among indigenous people. The contents includes the following chapters: "Tourism and Cultural Minorities: Double Marginalisation and Survival Strategies" by Pierre Rossel; "A Look Behind the Tourism Facade: Some Considerations on the Development of Tourism in the Province of Ifugao (Philippines)" by Marc-Olivier Gonseth; "The Maasai--Choice of East African Tourists--Admired and Ridiculed" by Philip Bachmann; "Tourism and Indonesian Cultural Minorities" by Jean-Luc Maurer and Arlette Zeigler; "And Why Don't You Go to the Seychelles?" by Asun Garcia; "Potlatch and Totem: The Attraction of America's Northwest Coast" by Isabelle Schulte-Tenckhoff; "Ethnic Minorities and the Development of Tourism in the Valleys of North Pakistan" by Gerard Roville; and "Tourism in the Upper Amazon and Its Effects on the Indigenous Population" by Annemarie Seiler-Baldinger. This document includes numerous maps and photographs. (TES)

Junior High Mathematics Teacher Resource Manual 1988. Curriculum Support.
Alberta Dept. of Education, Edmonton.
PUB DATE- 88
NOTE- 223p.; For a related document, see ED 294 763. Colored pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Instructional Materials; *Junior High Schools; Mathematical Concepts; Mathematical Enrichment; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; Mathematics Teachers; Middle Schools; *Resource Materials; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Canada

This resource manual was designed to enable teachers to help students: (1) solve problems and to grow in their capability to deal with new or different situations; (2) use mathematics as a tool in the pursuit of personal goals and aspirations; and (3) develop a positive self-concept and a positive attitude toward mathematics and lifelong learning. The content of this manual is divided into six strands: problem solving, number systems and operations, ratio and proportion, measurement and geometry, data management, and algebra. The skills and concepts within these strands are sequenced over three grades taking into account the developmental nature of mathematics and of the learner. Five contexts are used in this program: (1) critical and creative thinking; (2) language of mathematics; (3) computational facility and estimation; (4) technological process; and (5) relevancy and application. In each objective, clarification or example, effective suggestions and integration of problem solving and technology are described. Evaluation strategy, time allocation in each grade, usage of manipulatives, and grade 9 curriculum specifications are appended. (YP)

ED 305 256 SE 050 465

Fleming, Reg
Teachers' Views of Technology: A Research Report.
Saskatchewan Univ., Saskatoon. Dept. of Curriculum Studies.
PUB DATE- 89
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; College Students; Evaluation Methods; Higher Education; High School Graduates; High Schools; High School Students; *Inservice Teacher Education; *Science and Society; Sciences; Scientific Concepts; Surveys; *Teacher Attitudes; Teaching (Occupation); *Technological Advancement; Technology; Undergraduate Students

This paper reports the results of a survey of 1,200 teachers' views on technology. Using a combination of empirical methods, teachers' responses to statements about technology in contemporary society were examined. This paper describes the following: (1) new statements about technology based on the sociology of technology; (2) teachers' responses to these statements; and (3) teachers' responses compared to those of high school graduates and undergraduate science students. The paper speculates on the model of technology held by many teachers and offers suggestions for pre- and inservice education. A series of statement pairs (positive and negative exemplars) were designed to elicit teachers' responses to the issues of technology and quality of life, technology and employment, technology and health care, technology and food production, and technology and social well-being. The responses indicated that the teachers in this sample described and critiqued technology from an artifact perspective, that they were evenly split on whether technology improved employment prospects, that medicine was the example most often cited as an example of beneficial technology, and that a technocracy was favored by half the respondents. These results were indistinguishable from the responses of graduating high school seniors. A copy of the survey is included. (MVL)

ED 305 271 SE 050 489

Zeidler, Dana Lewis; McIntosh, William J.

The Effectiveness of Laser Disc Generated Models on Conceptual Shifts in College Students.

PUB DATE- Mar 89

NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; *College Science; Interactive Video; Misconceptions; *Models; *Schemata (Cognition); Secondary Education; *Teaching Methods; Undergraduate Students; *Videodisks

Contemporary researchers often refer to the information processing paradigm to exlain the relative ineffectiveness of contemporary instructional techniques for modifying incorrect scientific concepts that students often bring to a learning situation. As a result of this research, instructional procedures have been developed that maximize the chances that conceptual change will occur. It is within the context of this conceptual change framework that this study takes place. Commonly accepted conceptual change strategies identify specific basic conditions that need to be met before students' existing mental constructs are changed. The document contends that the attention to imagery inducing procedures would make these strategies significantly more effective. The major hypothesis of this study is that, particularly for abstract concepts, the imposition of a mental image by the presentation of a dynamic model would result in higher achievement than the presentation of a verbal or static model representing the concept. The laser videodisc was used to generate the appropriate images in this study. The technology affords the ease of presentation that makes the results of this study potentially more generalizable. (CW)

ED 305 302 SO 019 779

Meyer, Jan; Polejewski, Shirley

Having It All: A Comparison of the Expectations about Women and Careers of Three Generations of American Men and Women.

PUB DATE- 26 Jun 88
NOTE- 22p.; Paper presented at the Annual Conference of the National Women's Studies Association (10th, Minneapolis, MN, June 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Careers; Dual Career Family; *Expectation; *Females; Males; Questionnaires; Socialization
IDENTIFIERS- Minnesota

This study examines the expectations held by three generations of men and women toward women mixing careers with marriage and family. A questionnaire of 9 items was distributed to 46 women and 46 men from 19 years old to 72 years old who were undergraduate students or staff at the College of Saint Thomas (St. Paul, Minnesota) or the University of Minnesota (Minneapolis). Some of the findings show that: (1) younger women did not grow up expecting to be only a wife and mother; (2) the two older generations have not had their expectations of career, marriage, and family met; (3) the biggest differences occurred between genders of the youngest generation with the males more traditional in their attitudes; (4) advice currently given to the youngest generation appears to be genderless in its context; and (5) women from the middle generation reported highest expectations of career and family while also reporting not having their expectations met and not wanting children. The study concludes with suggestions for future research. A table showing the responses in percentages and the questionnaires are included. (DJC)

ED 305 317   SO 019 811

Barich, Phyllis
Peace and Conflict: Resources Available from the Manitoba Education Library.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- Jan 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Elementary Secondary Education; Foreign Countries; Instructional Films; *Nuclear Warfare; *Resource Materials; *Social Studies; Supplementary Reading Materials; *Violence; *War
IDENTIFIERS- Manitoba; Nuclear Education; *Peace Education

This bibliography of books, kits, and films for elementary and secondary education, available from Manitoba (Canada) Education Library, covers the topics of peace education, nuclear issues, violence, and the history of war. The list contains 55 books, 21 kits, and 50 16mm films. The films include the 13-part "Canada at War Series" and the "Why We Fight Series" produced during the 1940s by the U.S. War Department. Brief annotations are given for the kits and films. (DJC)

ED 304 949 FL 017 940

Kitao, Kenji
A Rules Perspective on Differences between Politeness Strategies Used in Requests by Americans and Japanese.
PUB DATE- Mar 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; *English; Foreign Countries; *Interpersonal Communication; *Japanese; Language Research; North Americans; *Social Behavior; Uncommonly Taught Languages
IDENTIFIERS- Japanese People; *Politeness; *Requests

An analysis of differences in politeness between Japanese and English focuses on those that affect the relative imposition involved in a request. Introductory sections draw on previous research and theory, and discuss general linguistic and cultural principles underlying requests, politeness, and politeness strategies. Four rules for times when a speaker does not need to show politeness in requests are outlined, including: (1) the emergency rule; (2) the authority rule; (3) the insulting rule; and (4) the beneficiary rule. Rules for positive and negative politeness, which increase solidarity and increase imposition are explained, including (1) the solidarity rule, (2) the option rule, (3) the indirect rule, (4) the deference rule, and (5) the irony rule. The system of politeness in Japanese is briefly described, and compared and contrasted with English adherence to politeness rules. It is suggested that study of politeness in intercultural interactions analyze only actual, not contrived, interactions, and that analyses not be based on comparisons of the differences in Japanese and American intracultural interactions. (MSE)

IR

ED 305 034 IR 013 696

O'Malley, Claire E.; Taylor, Josie
Women and Artificial Intelligence. Report of an Open Day for Fifth And Lower Sixth Form Girls.
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Artificial Intelligence; *Career Awareness; Career Counseling; College Curriculum; *College Day; *Computer Science Education; *Females; Foreign Countries; Higher Education; Secondary Education
IDENTIFIERS- England

This paper describes an open day held for fifth and lower sixth form girls which was designed to encourage them to consider pursuit of either a degree level program or coursework in artificial intelligence at the University of Sussex. It is noted that, although the students who attended the program were enthusiastic, the number of applicants was lower than had been expected. It is suggested that the low attendance was due in part to lack of encouragement by teachers. It is also suggested that the program ought to be longer in duration in order to provide more opportunities for hands-on experience. Finally, concern is expressed that the only female students who were interested in the program seemed to be students already considering study in science, technology, or mathematics, despite the fact that the Sussex program is interdisciplinary in nature and might be of interest to students still undecided about their career paths. (EW)

ED 305 077 IR 052 689

Etkin, Cynthia
Student Assistants in Government Documents, John Grant Crabbe Library, Eastern Kentucky University: A Training Manual.
Eastern Kentucky Univ., Richmond. John Grant Crabbe Library.
PUB DATE- Nov 88
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; *College Students; *Government Publications; Higher Education; *Information Retrieval;

*Information Sources; Law Libraries; Library Guides; On the Job Training
IDENTIFIERS- *Student Assistants

This update of a 1977 training manual is designed for use by student assistants in the government documents section of John Grant Crabbe Library at Eastern Kentucky University. A brief introduction is followed by: (1) floor plans of the library; (2) a description of the documents collection including types of works and classification systems; (3) explanations of the major indexes and finding tools; (4) information on the policies for the circulation of materials; (5) explanations of the statistics on public service functions that are collected on a daily basis; (6) policies directly related to student workers; and (7) a discussion of the responsibilities of the student assistants. Three appendixes include a glossary; a list of abbreviations; and a list of letter designations for federal agencies and commissions. (CGD)

ED 305 201　　　　　　　　RC 017 011

Sher, Jonathan P.
Making Dollars by Making Sense: Linking Rural Education and Development in Appalachia.
PUB DATE- Oct 87
NOTE- 10p.; In: Education in Appalachia. Proceedings from the Conference on Appalachia; see ED 300 181.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Development; *Educational Change; Educational Demand; Educational Improvement; *Educational Innovation; Elementary Secondary Education; *Rural Development; Rural Economics; *Rural Education; Rural Environment; Rural Schools; School Holding Power
IDENTIFIERS- Appalachia

The idea that education is connected to economic development and that the economy can be strengthened by strengthening education has become a cornerstone of the 1980s educational reform movement. The basic idea linking education and the economy is not new. Americans have invested in education with the expectation that it would yield substantial financial returns, for a well-prepared workforce is more productive and innovative than an undereducated workforce. The current educational emphasis of raising academic standards to produce better graduates equipped to make more productive contributions to the economy will be useful to students able to cope successfully with expanded demands; however there is a downside. Raising standards without improving the attractiveness or holding power of schools is likely to increase the dropout rate. A policy designed to promote economic growth may exacerbate current economic problems in specific places like Appalachia. Having to complete a greater number of harder courses will produce more dropouts, making economic matters worse. In Appalachia, the existing connection between education and development seems negative. Taught to be passive and deferential, Appalachian youth have been treated as not especially bright, and they have been trained not to expect bright futures. Another negative connection between education and economic development in Appalachia is the inadequate financial support for schools through low property taxes. Schools are an undervalued resource for Appalachian development, but in fact they have great potential for community revitalization. Programs which make a positive, appropriate linkage between rural education and rural development are needed. (ALL)

ED 304 934 FL 017 891

Britt, Christa W.

Internship Opportunities for Students of German.

PUB DATE- Apr 88
NOTE- 11p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *German; Higher Education; *Internship Programs; *Job Search Methods; Language Teachers; Middle Management; *Teacher Role

The ways in which individual German language teachers can help students of business secure for themselves junior management-level internships with German firms are discussed. The individual approach rather than participation in a ready-made program is seen as valuable because it requires the student to take initiative, develop his or her individual entrepreneurial spirit, and gain experience in job-seeking. The considerations for students in seeking internships abroad are outlined, including: (1) knowledge of European Community and German federal and local laws and regulations, (2) timing the application, (3) knowing where to look for potential internships, and (4) making and developing contacts abroad. Special hints and useful resources are noted. (MSE)

ED 304 978 HE 022 281

Toward the Reduction of Student Loan Defaults in New Jersey. Report of the New Jersey Default Task Force.

New Jersey Association of Student Financial Aid Administrators.; New Jersey State Dept. of Higher Education, Trenton.

PUB DATE- May 88
NOTE- 106p.
AVAILABLE FROM- Department of Higher Education, State of New Jersey, 20 W. State Street, CN 542, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Federal Aid; Higher Education; *Loan Repayment; Socioeconomic Background; State Aid; Student Characteristics; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program; *Loan Default; *New Jersey

The nature of the loan default problem in New Jersey, the reduction of defaults in the New Jersey Guaranteed Student Loan Program, default prevention initiatives, and the recommendations of the Default Task Force are discussed. Findings include the following: (1) most defaulters are low-income students, and half were students in proprietary school vocational training programs, not in colleges; (2) college graduates rarely default on their loans; (3) the typical defaulter is a poor, poorly prepared student who drops out and therefore cannot get a job that pays enough to repay the loan; (4) 85% of defaulters eventually repay their loans fully or partially; (5) default rates and number of defaults have been declining for several years for loans guaranteed by the New Jersey Higher Education Assistance Authority (NJHEAA); and (6) the number of NJHEAA defaults declined significantly in 1987 and are expected to continue to decline. Many recommendations to the NJHEAA resulting from the Default Task Force discussions have already been implemented, and further recommendations will be implemented later this year. Appendices provide data on borrowers, repayment patterns, default rates, and state compliance. (KM)

ED 305 020 HE 022 339

Part-Time Studies, Distance Education, Continuing Education and Cultural Activities of the University of British Columbia 1987-1988. A Report to the President, the Senate, and the Board of Governors September 1, 1987-August 31, 1988.

British Columbia Univ., Vancouver.

PUB DATE- 88

NOTE- 82p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; Agriculture; Allied Health Occupations; Botany; Business Administration; Community Education; Concerts; *Continuing Education; *Cultural Activities; Demonstrations (Educational); Distance Education; Exhibits; Extension Education; Foreign Countries; Forestry; Independent Study; Lecture Method; Museums; Noncredit Courses; *Part Time Students; Physical Education; Postsecondary Education; Professional Continuing Education; Recreation; Social Work; Theater Arts

IDENTIFIERS- *University of British Columbia (Canada)

The 12th annual report on continuing education activities of The University of British Columbia (UBC) Canada is presented. It covers the period of September 1987 to August 1988. Nineteen sections cover the following: Office of Extra-Sessional Studies; faculty of education off campus credit courses; UBC access; guided independent study; Centre for Continuing Education; Division of Continuing Education in the Health Sciences; professional programs of the Faculty of Commerce and Business Administration; Professional Continuing Education Program of the School of Social Work; faculty of education non-credit activities; professional continuing and distance education activities of the Faculty of Forestry; School of Physical Education and Recreation Community Sport Services Adult Program; Museum of Anthropology: exhibits and programs; UBC botanical garden; free public lectures, courses, seminars; demonstrations, scientific exhibits and public information service; public concerts, theatre performances and art exhibits; province-wide continuing education services; UBC Speakers Bureau; and statistical summary of UBC continuing education programs

1986-87. Highlights include the following: enrollment in credit courses administered by the Office of Extra Sessional Studies increased markedly in all three sessions; the general economic upturn in the province had a positive impact on enrollment in programs offered by the Centre for Continuing Education; and in 1988 the UBC Speakers Bureau expanded its scope to include servicing traditional nonprofit community user groups. (SM)

ED 305 063 IR 013 740

Cohen, Rochelle F.; Blackwell, Jacqueline
Computers and Head Start Children: Opening New Doors and Creating Challenges.
PUB DATE- Nov 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Computer Literacy; Computer Software; Inservice Teacher Education; *Instructional Development; Intermode Differences; *Preschool Children; Preschool Education; Pretests Posttests; *Skill Development; *Teaching Methods
IDENTIFIERS- *Project Head Start; *Software Selection

This paper describes the implementation and evaluation of a computer literacy program for 4-year-old Head Start students and their teachers that was developed through the efforts of the Indianapolis Head Start program, the Children's Museum, and the Indiana University School of Education. The report covers: (1) the objectives of the program; (2) a schedule of program activities; (3) staff training prior to the program; (4) plans for the implementation of computer sessions; and (5) criteria for the selection of software. The results of the program are reported, including a comparison of the pretest and posttest scores for the correct identification of computer parts by the children in the experimental group and a control group of nonparticipating children. Observations by the researchers of what they learned from the project are also provided, including observations on staffing, volunteers, parents, and university students who assisted with the project; a listing of skills enhanced during the computer experiences; a summary of general problems and concerns; and observations on teacher training. In conclusion, it is noted that the children found the experience exciting and meaningful, and the project engendered considerable parent involvement. (2 tables and 15 references) (EW)

ED 305 104 JC 890 135

Linksz, Donna H.
First Time Students, Fall 1984. Catonsville Community College.
Catonsville Community Coll., Md.
PUB DATE- Feb 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; State Surveys; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Maryland

In spring 1988, Catonsville Community College (CCC) participated in a statewide survey of students who first enrolled in a Maryland community college in fall 1984. Questionnaires were mailed to 3,136 CCC students, requesting information on demographics, reasons for attending CCC, levels of satisfaction with their community college experience, and employment and transfer data. Study findings, based on an 18.6% response rate, included the following: (1) survey respondents generally had taken more credits, had higher grade point averages, and were more likely to be degree seekers, female, and white than the CCC student body as a whole; (2) 15% of the CCC survey respondents, 6.2% of all students who entered CCC in 1984, and 6% of all students who entered a Maryland community college in 1984 had received an associate degree by spring 1988; (3) 77% of the survey respondents were employed at the time of the survey, with 59% working in a job related to their CCC major; (4) 37% of the respondents had transferred to another college or university, with 11% of the transfer students having earned a bachelor's degree; and (5) the most highly rated aspect of CCC was the overall quality of instruction, which was rated as "good" or "very good" by 86% of the respondents. Responses to open-ended questions are appended. (AAC)

ED 305 132 PS 017 749

S.2270--A Bill To Provide Financial Assistance to States and Localities for High Quality Early Childhood Development Programs for Prekindergarten Children, and for Other Purposes. Senate, 100th Congress, 2d Session.

Congress of the U.S., Washington, D.C. Senate.

PUB DATE- 12 Apr 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; Child Caregivers; Day Care; *Developmental Programs; *Early Childhood Education; *Federal Legislation; *Financial Support; Government Role; Low Income Groups; Preschool Children; Program Development; Program Improvement; Teacher Education
IDENTIFIERS- Congress 100th; Proposed Legislation

Senate bill S.2270, "Smart Start: The Community Collaborative for Early Childhood Development Act of 1988," is designed to provide financial assistance to states and localities for high quality early childhood development programs for prekindergarten children. The first and second purposes of the act are to make widely available to prekindergarten children, especially low-income children, a high-quality, child-centered, developmentally appropriate early childhood education program, and to make widely available to parents a full workday and full calendar-year program in which they can enroll prekindergarten-aged children. Substantive sections of the text concern: (1) findings and purposes; (2) definitions; (3) program authority and authorization; (4) eligibility for federal assistance; (5) allotments to states; (6) local and within-state allocation; (7) planning grants; (8) the State Interagency Advisory Task Force; (9) the lead state agency; (10) the state application and state plan; (11) the local policy group; (12) the local plan and application; (13) eligible children and families; (14) use of funds; (15) minimum standards; (16) administrative provisions; (17) evaluation; (18) nondiscrimination; and (19) payments, federal share, and maintenance of the effort. (RH)

ED 305 286 SO 019 751

Beach, Richard, Ed.; Sherman, George, Ed.
Teaching Canada, Volume 6, Numbers 1-2, 1988.
State Univ., of New York, Plattsburgh. Coll. at Plattsburgh. Center for the Study of Canada.
PUB DATE- 88
NOTE- 26p.; For related documents, see ED 292 703 and SO 019 750.
AVAILABLE FROM- Center for the Study of Canada, State University of New York, Plattsburgh, NY 12901.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Area Studies; *Cultural Awareness; Cultural Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Newsletters; Resource Materials; Social Studies; Teaching Methods
IDENTIFIERS- *Canada; *Canadian Studies
Issue one of this volume of "Teaching Canada" contains: (1) "Calgary: The Olympic City" (T. Rumney); (2) a winning student essay, "Sharing a Continent: Ways in Which Canada Affected the History of the United States" (J. Mar); and (3) "Canadian Sovereignty and the North" (W. Morrison). Issue two includes: "Montreal: Cradle of Canadian Industry" (S. Allison) and "Canadian Studies: Worth the Fuss?" (G. Sherman). Both issues contain a French language article, events information, ideas for teaching about Canada in elementary school courses, lists of resource materials, puzzles, and book and film reviews. (JHP)

ED 305 318 SO 019 814

Lessons in Law for Middle Grades: Grade Four.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.

SPONS. AGENCY- North Carolina Governor's Crime Commission, Raleigh.
PUB DATE- 88
NOTE- 58p.; For other booklets in this series, see SO 019 769 and SO 019 815-817. Some materials are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Curriculum Enrichment; *Government (Administrative Body); Grade 4; Instructional Materials; Intermediate Grades; Justice; *Law Related Education; Legal Responsibility; Resource Units; Social Studies; State Curriculum Guides; Teacher Developed Materials; United States Government (Course)
IDENTIFIERS- Authority; *North Carolina

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina social studies state curriculum, and the materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade four contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and seven teacher developed lessons that focus on the U.S. government system. A legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and a culmination activity are outlined for each of the seven lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

ED 305 049 IR 013 725

Knapp, Arthur A.
Registering Names and Addresses for Information Technology.
PUB DATE- Oct 88
NOTE- 12p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Processing; *Information Technology; *Intellectual Property; *International Organizations; *Ownership; *Standards; Telecommunications

The identification of administrative authorities and the development of associated procedures for registering and accessing names and addresses of communications data systems are considered in this paper. It is noted that, for data communications systems using standards based on the Open Systems Interconnection (OSI) Reference Model specified by the International Telegraph and Telephone Consultative Committee (CCITT), many of the technical standards are in place, but the international and American administrative authorities and procedures are not. It is suggested that the hierarchical administrative organization employed by the CCITT in OSI specifications is the model that ought to be applied. The concepts of naming, addressing, the OSI model, and OSI registration authorities are introduced, and current work in the United States on national registration authority procedures for OSI is summarized. Discussions of differences between telephony and data and the need for proper procedures for registration and identification of registration authorities in the United States conclude the paper. (23 references) (EW)

ED 305 214 RC 017 028

Deever, R. Merwin, Ed.; And Others
American Indian Education.
Arizona State Univ., Tempe. Center for Indian Education.
PUB DATE- Jun 74
NOTE- 232p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Alaska Natives; *American Indian Culture; *American Indian Education; *American Indian History; American Indian Languages; American Indian Literature; American Indian Reservations; American Indians; American Indian Studies; *Cross Cultural Studies; Educational History; Elementary Secondary Education; Program Descriptions; Self Determination; *Tribes
IDENTIFIERS- Apache (Tribe); *Native American Studies; Navajo Studies; Ojibwe (Tribe); Seminole (Tribe)

This is a collection of articles selected from the Journal of American Indian Education, volumes 1 through 13 (January 1961-June 1974). The anthology comprises 28 articles interspersed with art and poetry. The material falls into two sections, titled "Education" and "Culture and History." The first section includes 12 articles dealing with educational issues from a teaching or educational research point of view. The second section includes 16 articles whose central theme expresses the cultrual or historical implications for education of a particular situation. Articles in the first section include descriptions of Indian education programs in the American Southwest, and specific projects among the Navajo, Apache, Seminole, and Chippewa (Ojibwe) peoples. Articles in the second section focus on cultural materials for schools, tribal customs, attitudes, language education, and Alaska Natives. An appendix includes brief biographical notes on each author represented in the anthology. (TES)

ED 305 228 SE 050 406

Ditchfield, Christine, Comp.; Scott, Linda, Comp.
Better Science: For Both Girls and Boys. Curriculum Guide 6.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 34p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Females; Foreign Countries; Instructional Development; Instructional Improvement; *Science Curriculum; Science Departments; Science Education; Science Instruction; *Science Interests; Science Teachers; *Secondary School Science; Sex Bias; Sex Differences; *Sex Fairness
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. Section one of this guide discusses gender-related issues raised by examining the interests, attitudes, aspirations and behavior that young people bring with them into science classes. Section two considers some of the attitudes and experiences which are present in the environment of young children and help to shape their image of the world. Section three considers daily interactions with students, identifies implications, and includes two checklists for teachers. Section four looks at sex-linked choices currently made by students. Section five looks at the future and the changes required if the goal of equal opportunities in science education are to be realized. An introduction, reading list, and references are provided. (RT)

ED 304 964 HE 022 252

Kalsbeek, David H.
Linking Learning Style Theory with Retention Research: The TRAILS Project. AIR Professional File.
Association for Institutional Research.
PUB DATE- 89
NOTE- 9p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 23206-3038.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Cognitive Style; *College Attendance; College Students; Enrollment Influences; Higher Education; *Personality Traits; Student Attrition; Student Characteristics
IDENTIFIERS- *Myers Briggs Type Indicator; *TRAILS Project MO

The Trucking Retention and Academic Integration by Learning Style (TRAILS) research project at St. Louis University, which is designed to incorporate information on learning style in ongoing enrollment research and improve campus retention, is described. Learning style and the Tinto Model of student attrition are discussed, along with the personality theory of Carl Jung which serves as the conceptual foundation for the Myers-Briggs Type Indicator (MBTI) personality assessment. The TRAILS project positions educators to use the MBTI both in institutional studies and in campus programs. Most undergraduate students complete the MBTI as part of the housing application process or the freshman orientation program. Preliminary TRAILS data are presented pertaining to using the MBTI to describe academic populations, the relationship of the MBTI and measures of academic aptitude, the relationship of the MBTI and academic achievement, and using the MBTI to understand persistence patterns. It is suggested that certain personality characteristics affect student performance in many ways. The project attempts to meld these pieces in a comprehensive enrollment research scheme. Preliminary data suggest there are no differences between types of learners in upper-class academic achievement in the heart of their chosen curriculum. Also, if certain types of learners tend to score lower on aptitude tests then others, the trend of declining board scores takes on new meaning. Tables are included. Contains 15 references. (SM)

ED 305 006 HE 022 325

Corporate Support of Education. Research Report. Council for Aid to Education.

Council for Aid to Education, New York, NY.

PUB DATE- Feb 89
NOTE- 13p.
AVAILABLE FROM- Council for Aid to Education, 51 Madison Avenue, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Business Responsibility; *Corporate Support; Educational Finance; Financial Support; *Foundation Programs; Higher Education; National Surveys; *Private Financial Support; *School Business Relationship

A report based on data from the 14th annual Survey of Corporate Contributions cosponsored by the Conference Board and the Council for Aid to Education is presented. Usable questionnaires were returned by 328 companies, which account for three-fifths of the total pretax net income and over one-third of estimated total contributions and educational support of the entire population of nearly three million corporations in the United States. Highlights of the survey are as follows: corporate contributions to education and to all causes continued the slowdown that began in 1985; education received the largest share (37%) of the $1.68 billion given to all causes by the 328 survey companies; colleges and universities secured 69% of education dollars; contributions declined as a share of corporate earnings; noncash gifts of company products and property fell while cash contributions to education increased; almost two-fifths of total contributions were made by corporate foundations; and the top 25 contributors from the manufacturing and service sectors together provided two-thirds of all education support reported by all companies. An appendix discusses facts about the report (conducting the survey, measuring total contributions, and definitions of contributions and financial data). (SM)

ED 305 035   IR 013 697

Kirkup, Gill; Swarbrick, Ailsa
Women in Technology. A Report to the Training Division of the Manpower Services Commission on the First Year of Option 1 for Women with No Technological Qualifications Who Wish to Enter Technology.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 86

NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Planning; Case Studies; *Course Evaluation; *Distance Education; Foreign Countries; Mothers; Open Universities; Professional Continuing Education; *Reentry Workers; *Sex Bias; Tutoring; *Vocational Education
IDENTIFIERS- Open University (Great Britain)

The Women in Technology program, which ran for three years through the Open University, was a retraining program for qualified, experienced women technologists who had left paid employment for family reasons. It was designed to assist in the updating of technical knowledge and the promotion of confidence and skills in career planning for those women who were planning to return to professional work. This report focuses on one year of the Option 1 segment of the program, when 30 women began the first year of a 2-year retraining program with T101, the Open University's technology foundation course. Evaluation of the program is undertaken from several different perspectives, including the evaluation of student progress; evaluation by students of the course and the tutorial program; case studies of successful and unsuccessful students; and student evaluations of the summer school program, including concerns about domestic arrangements and sexist attitudes on the part of men students and tutors. Based on the findings of the evaluations, five ways to improve educational opportunities for women in this non-traditional area of study are suggested. (EW)

ED 305 078 IR 052 690

Bailey, Charles W., Jr.
The University of Houston Libraries' Chemistry Research Information Service: A Research Support Service Based on End-User Searching and Document Delivery. Final Report.
Houston Univ., Tex. Libraries.
SPONS. AGENCY- Camille and Henry Dreyfus Foundation, Inc.
PUB DATE- Nov 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Chemistry; *Databases; Delivery Systems; *Documentation; Higher Education; *Information Dissemination; *Information Services; *Objectives; *Online Searching; Research Libraries; Surveys; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Document Delivery Systems

This report on a funded project that established a chemistry research information service for researchers in the University of Houston's chemistry department provides detailed descriptions of the three objectives of the project, together with an explanation of how each objective was/is to be accomplished. These objectives were/are: (1) to document the establishment of an innovative research support service that effectively integrates access to computerized databases with a document delivery system for printed materials; (2) to collect and evaluate data on the value of electronic information products to researchers; and (3) to publicize the results of the project for the benefit of research chemists, libraries, and the publishing industry. This report is considered to fulfill the first objective, and an attitude survey sent to 174 researchers in the chemistry department at the end of the project is described as the means of meeting the second objective. A first step in accomplishing the third objective was the submission of this final report to the ERIC Clearinghouse on Information Resources for inclusion in the ERIC database; future dissemination activities are expected to take the form of the presentation of the findings in scholarly articles and talks. Nine tables and two figures are provided in the report, and complete survey results are presented in a five-part appendix. (CGD)

ED 305 119 JC 890 151

Cohen, Arthur M.
Reconsidering the Community College Contribution.
PUB DATE- 31 Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Community Colleges; Curriculum Development; *Educational Research; *Enrollment Influences; Futures (of Society); General Education; *Outcomes of Education; Policy Formation; Testing Programs; Two Year Colleges; Two Year College Students

Projecting the prospects and possibilities for community colleges accurately is not an easy exercise due to the vulnerability of both internal and external conditions to unanticipated forces. One aspect of the community college that is particularly affected by external forces is enrollment. Enrollments are influenced by legislation, the decline in the literacy of high school graduates, immigration, changes in the numbers of college-age adults and college-going rates, and employment needs. Another aspect of the two-year college that has undergone major changes is the curriculum. Emphasis on one or another curriculum area has shifted from time to time depending on student aspirations and the availability of alternative educational resources. The curriculum has experienced shifts toward occupational studies, adult education, and general education, as well as the most recent major change in emphasis towards remedial or compensatory studies. The colleges also face several possibilities in the years ahead if current trends persist or if changes in state and local policies are implemented. Such possibilities for positive change exist in the areas of the assessment of student learning, the identification of common learning outcomes, patterns of funding, the differentiation of curriculum content from student intent, and differential rewards for colleges that achieve certain outcomes. An important prerequisite to realizing positive change in these areas is greater emphasis on educational research that measures the effect of various practices and thus changes instructional functions. (AJL)

ED 305 147 PS 017 861

Gotts, Edward Earl
HOPE Revisited: Preschool to Graduation, Reflections on Parenting and School-Family Relations. Occasional Paper 28.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 21p.; For final report on the HOPE project, see PS 017 860.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Failure; *Dropouts; Educational History; *Family School Relationship; Followup Studies; *Prevention; Program Evaluation; Regional Programs; *Student Adjustment; Summative Evaluation
IDENTIFIERS- Appalachia; Early Intervention; *Home Oriented Preschool Education Program

Reported are aspects of the Home-Oriented Preschool Education (HOPE) Program, notably the extensive follow-up study of the program. Contents focus on the history of the HOPE Program, the summative evaluation of HOPE, the preliminary phase of the follow-up study, the study's main phase, measurement procedures used, and the third, fourth, and final stages of follow-up. Topics addressed include prevention of early school failure, prevention of school dropout, program effects on parents, HOPE and school-family relations, as well as children's adjustment, school performance, and HOPE. Findings indicated that participation in HOPE's home visitor treatment resulted in favorable outcomes in parenting, school-family relations, school performance, and children's adjustment. HOPE related to a larger number of favorable results for participants who had sons than for those with daughters. In the instance of Academic Orientation, however, HOPE's effects were quite similar for boys and girls. Conclusions, implications, and recommendations point to the need for all parents of young children to have opportunities to develop their own effectiveness as mediators of their children's educational experiences over all the years of learning. (RH)

ED 305 161 PS 017 877

Flavell, John H.
Young Children's Understanding of Fact Beliefs versus Value Beliefs.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Cognitive Ability; Cognitive Development; *Comprehension; *Preschool Children; Preschool Education; *Values
IDENTIFIERS- Desire; *Facts

Three studies compared 3-year-olds' ability to attribute fact beliefs and value beliefs to another person when these beliefs differed from the children's. Value beliefs concerned the tastes and smells of substances, and whether stimuli were pretty or not.

Numbers of subjects involved in the three studies were 32, 16, and 20. The consistent finding in all three studies was that young 3-year-olds performed very poorly on fact-belief tasks but fairly well on value-belief tasks. The difference in performance held when several different kinds of fact and value tasks were compared and when the two types of tasks were closely equated on other task variables. Children's poor performance on the fact-belief tasks was striking in view of all the help they were given, but their good performance on the value-belief tasks seemed even more remarkable. Subjects may have interpreted the value-belief questions as requests for information about the other person's desires, or likes and dislikes, with respect to the target object. Findings suggest that children may acquire at a very early age the notion that people differ in their opinions about things. (RH)

ED 305 175 PS 017 892

Stroh, Linda K.; Brett, Jeanne M.
Corporate Mobility: Children's Perspectives on Their Adjustment.
PUB DATE- Apr 89
NOTE- 36p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Childhood Attitudes; *Children; Incidence; Mothers; *Occupational Mobility; *Parent Influence; Predictor Variables; *Relocation

This study investigated the ways in which 56 children in families facing transfer and relocation viewed their adjustment to a corporate move by examining the children's attitudes toward moving, schools, and their new neighborhood. The study also examined: (1) changes in children's activities before and after the move; and (2) factors that made moving a better experience for some children than for others. Results supported none of several stereotypes of mobile children, including those that suggest problems with making friends and behavior, social maladjustment, low self-confidence, and extensive disruption of lives. Findings suggested that although there were significant changes in the children's activities, the best predictors of activities after the move were the levels of time spent in activities before the move. Mother's adjustment was a significant predictor of a child's attitude toward having moved and the new neighborhood. Number of moves was found to be a significant and positive predictor of children's attitudes toward moving before the move occurred. Age of children had no impact on adjustment. Teenagers did not differ from younger children in attitudes after moving. (RH)

ED 305 188 RC 016 960

Ball, Armand, Ed.; Ball, Beverly, Ed.

Business and Finance: A Resource Book for Camps. Camp Administration Series.

American Camping Association, Martinsville, Ind.

REPORT NO.- ISBN-0-87603-088-6

PUB DATE- 86

NOTE- 115p.; Articles in this publication are reprinted from Camping Magazine and the Journal of Christian Camping.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)

DESCRIPTORS- *Administration; Administrator Guides; *Camping; Day Camp Programs; Insurance; Legal Responsibility; Marketing; Microcomputers; Personnel Management; Recreational Facilities; Recreational Programs; *Summer Programs

this resource book contains 35 articles designed to present general information concerning camp business and financial management to directors or administrators. Typically a specialist is employed to supervise camp business and finance, but the administrator needs to have a broad understanding of five specific business topics: (1) liability and legal concerns including evaluating insurance costs and coverage, purchasing insurance, determining camp liability, preventing risk situations, and obtaining waivers; (2) managing cash assets including budgeting, purchasing supplies, setting tuitions, and assessing transportation needs; (3) marketing and promotional activities including the use of video; (4) computer application to camp situations for reservations management, inventory, records keeping, and for educational uses; and (5) personnel management including interviewing techniques, setting salary standards, and staff supervision. (ALL)

ED 305 242 SE 050 437

Dahlberg, Cecilia, Ed.
Alternative Course of Mathematics. The ALM Project.
National Swedish Board of Education, Stockholm.
PUB DATE- Mar 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Calculators; *Computers; *Daily Living Skills; Elementary Education; Elementary School Mathematics; Foreign Countries; *Mathematics Curriculum; *Mathematics Instruction; Nontraditional Education
IDENTIFIERS- Mathematics Education Research; *Sweden

School mathematics is governed by a powerful tradition as regards both content and methods. In the first stage of the Alternative Course of Mathematics (ALM) project, an analysis is being made of the mathematics used in the everyday life of the community. By interviewing adults and children outside school, an analysis is also being made of the way in which people handle this mathematics, which methods they employ and how, for example, they use modern aids such as the pocket calculator. Both analyses can be related to the concept of "Ethnomathematics" in the broad sense. The main concern of the ALM project is to inquire whether any of this mathematics can be introduced as an alternative in school mathematics and whether any of the methods which people use in their everyday lives or in their working lives can also be presented as a method in school mathematics. Under the ALM project, therefore, parallel to research activities, an experimental scheme is being conducted in various grades to test new methods. (Author/YP)

ED 305 257 SE 050 467

Zielinski, Edward J.; Bernardo, John A.
The Effects of a Summer Inservice Program on Secondary Science Teachers' Stages of Concerns, Attitudes, and Knowledge of Selected STS Concepts and Its Impact on Students' Knowledge.
PUB DATE- 89
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989). This research was partially supported by the Pennsylvania Sciences Teacher Education Program (PA STEP).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Inservice Teacher Education; Knowledge Level; *Science and Society; Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science; Secondary School Teachers; *Summer Programs; Teacher Attitudes; *Teacher Improvement; Teacher Workshops; Technology
IDENTIFIERS- *Concerns Based Adoption Model

This investigation was conducted to determine the effects of a 10-day summer workshop using the Concerns Based Adoption Model concerning science technology and society (STS) topics and methods of classroom implementation on the knowledge, attitudes, and stages of concerns of the participating secondary inservice teachers, as well as student impacts. The study was conducted using a modified pretest-posttest control group design. Participating and control group teachers were pretested prior to 10 days (70 hours) of instruction and posttested at the end. The participating teachers implemented a 10-day STS unit into their traditional classrooms and pre- and posttested their students and the control group. Teacher knowledge and attitude was evaluated using instruments designed by the investigations. Covariant analysis was used to evaluate the effects of the treatment. The participating teacher concerns were significantly changed in the following stages: awareness, informational, consequence, collaboration, and refocusing. The attitudes of the teachers who participated were significantly increased in the direction judged to be positive when compared to the control group. The results of this investigation indicated that a 10-day summer inservice workshop can be effective in reducing non- and beginning user teacher concerns, increasing content knowledge and approach tendencies toward STS topics. (Author/MVL)

SO

ED 305 272 SO 019 343

McKernan, Jim, Ed.
Irish Educational Studies, 1988.
Educational Studies Association of Ireland, Dublin.
PUB DATE- 88
NOTE- 412p.; For earlier issues, see ED 292 696.
AVAILABLE FROM- Irish Educational Studies, Business Editor, Education
Department, University College Dublin, Belfield, Ireland.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational History; *Elementary Secondary Education;
Foreign Countries; *Higher Education; Postsecondary Education;
*Teacher Education Programs
IDENTIFIERS- *Ireland

A total of 25 papers are included in the two issues of this series (12 in issue number 1; 13 in issue number 2), as follows: (1) "Recent Trends in Teacher Education in England" (V. McClelland); (2) "American Educational Reform: Is the Cure Worse Than the Disease" (R. Barger); (3) "Professional Attitudes" (G. Gaden); (4) "Lost in a Book" (T. Mullins); (5) "An Action Research Approach to Children's Literature" (B. Wortley); (6) "Subject Integration and Personal Development through a Non-Directive Investigative Group Project within an Undergraduate Management Program" (S. Fawcett; S. Laverty); (7) "Teacher Empowerment in a Curriculum Project" (D. Leonard); (8) "Music Standards and Dispositions of Students Entering a College of Education" (B. Spelman; M. Killeavy); (9) "A Comparison of the Cognitive Demands Made by the Integrated Science Curriculum Innovation Project with Those Made by Its Written Examination for the Intermediate Certificate of Education" (M. O'Maoldomhnaigh; S. O'Bealain); (10) "Computers in Primary Education" (G. Enright); (11) "The Dimensions of Mathematical Giftedness" (E. O'Chriagain); (12) "Making Sense of Condoned Absenteeism: Parents' and Pupils' View" (L. Caul; J. Harbison); (13) "Governesses, Tutors, and Parents: Domestic Education in Ireland, 1700-1880" (J. Logan); (14) "Teacher Education: The Collapse of Its All-Ireland Dimensions in 1922" (S. Farren); (15) "Developing the History Curriculum in the Primary School, 1922-1986" (A. Motherway); (16) Alfred O'Rahilly: Pathfinder in Adult Education" (M. O'Murchu); (17) "Soviet Pedagogical Theory and Methodology, 1917-1980" (D. Hainsworth); (18) "The Background, Motivation, and Personality Characteristics of Two Groups of Student Teachers" (S. O'Connell); (19) "Personality Variables, Attitudes, and Attainments in Boys Aged 11-14" (J. Whyte); (20) "Education for the Labour Market: A Critique" (P. Geraghty); (21) "Transition from School to Work: Cohort Evidence from Northern Ireland on Post-Compulsory School Activities and Influencing Factors" (L. McWhirter; And Others); (22) "Thoughts on Discipline in Our Schools" (D. Dunphy; And Others); (23) "Stress: Fact or Fiction? A Study of Perceived Stress in a Coeducational Second-Level School in Rural Ireland" (B. Barnicle); (24) "Values Clarification as a Methodology in Moral Education" (A. Breslin); and (25) "Traveller People and the Education System" (T. O'Briain). (JHP)

ED 304 935 FL 017 892

Rockwood, Heidi M.

Teaching Business Letter Skills in a Business German Course on the Second-Year Level.

PUB DATE- Apr 88
NOTE- 18p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Correspondence; Classroom Techniques; Course Descriptions; Course Organization; *German; Higher Education; *Instructional Materials; *Languages for Special Purposes; *Letters (Correspondence); Second Language Instruction; *Writing Exercises

One approach to teaching business letter writing skills in German to second-year students with limited German language skills is described. The letter-writing material was integrated into a business German course sequence. Students were introduced to the general purpose of business correspondence and to several different letter types. The first skill to be mastered was the proper order and construction of letter elements; variants for some elements were also introduced at the same time. Students were assigned problems to solve, including locating errors, selecting correct versions of an element, and composing elements on their own. The second step was to expand on the types and content of business letters. In this phase, students categorized letters by form or specific elements. Typical phrases and vocabulary were also introduced. As students became adept at recognizing and using set phrases, finer points of letters, such as specific products or unique conditions, were addressed. At this step, students began to formulate appropriate letters or to reformulate letters of which parts were missing. Vocabulary was practiced in a variety of different letters. Instructions for a series of class tasks are included. (MSE)

ED 304 950 FL 017 941

Barnwell, David

Court Interpretation: The Need for a Certification Process.

PUB DATE- 24 Feb 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeast Conference on Languages and Literature (Orlando, FL, February 24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; *Court Litigation; Employment Qualifications; Equal Protection; Ethnic Groups; *Interpreters; *Labor Force Development; *Language Proficiency; Language Skills; *Needs Assessment; Non English Speaking; Statewide Planning; Translation
IDENTIFIERS- *New Jersey

A discussion of the role of court interpreters looks at the need for competent interpreters, the kinds and demands of court interpretation, and New Jersey's leadership in recognizing the necessity for court interpretation. Demographic and legal reasons for providing interpreters in today's courts are outlined. Three court interpreting functions (simultaneous, consecutive, and summary) are described, and the skill demands they make on the interpreters are noted. General skills needed for cross-cultural interpretation are also analyzed. The initiative taken by New Jersey's judicial system to develop a training and certification system is described. General lack of monitoring of the profession is blamed in part for the haphazard way in which the profession has developed. Information about the deficiencies in court interpreter qualifications and performance drawn from New Jersey's task force research are discussed. Other aspects of court interpreting considered include: (1) the employment patterns, compensation, and other duties of interpreters, including clerical work and language-family interpretation; (2) the source of the decision to hire an interpreter; and (3) the conditions under which this decision is made. (MSE)

ED 304 993 HE 022 297

1987 Inventory of Degree Programs and Options Offered by New Jersey Institutions of Higher Education.

New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- Dec 87
NOTE- 340p.
LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; Associate Degrees; Bachelors Degrees; *College Programs; *Degrees (Academic); Doctoral Programs; *Educational Supply; *Higher Education; Masters Programs; Private Colleges; Public Colleges; State Colleges; State Surveys; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *New Jersey

The third edition of a New Jersey inventory of degree programs and options available within the state is presented. It includes two types of program offerings: (1) full programs which terminate in formal awards conferred by colleges and universities and (2) options/concentrations for study within programs. It is a compendium of the numerous subjects that can be studied leading to a degree or award from New Jersey colleges and universities. Programs at all schools that submit reports on degrees and awards conferred are included. All programs and options are approved for veteran training. The inventory is generated from a computer file that is updated annually. All programs and options listed are assigned a six-digit code chosen from "The Classification of Instructional Programs" manual of the Center for Education Statistics, U.S. Department of Education. The inventory is organized into three sections: (1) six reference tables defining various classification systems used to characterize programs and options which are offered in New Jersey institutions of higher education; (2) the inventory of degree programs and options organized by institution; and (3) the inventory of degree programs and options organized by major field of study. Tables are included.(SM)

ED 305 092   IR 052 722

Wells, GladysAnn, Comp.; Chodos, Laura B., Comp.
Report from the States, 1984. White House Conference on Library and Information Services. 5th Annual Report.
New York State Library, Albany.
PUB DATE- Sep 84
NOTE- 82p.; For other reports in this series, see ED 265 884 (1985) and ED 277 374 (1986).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; *Government Role; *Information Services; *Library Planning; *Library Services; Questionnaires; State Surveys
IDENTIFIERS- *White House Conference Library Info Services

This report is a compilation of the actual completed questionnaires received from 44 states, 5 territories, and the District of Columbia in response to a survey conducted by the White House Conference on Library and Information Services (WHCLIST) Steering Committee in June 1984. A summary tabulates the responses: (1) legislation authorizing library aid increases or consideration of such legislation was reported by 17 states; (2) library-related legislation covering networking, multitype library cooperation, confidentiality of circulation records, automation, and library construction was reported by 12 states; (3) public awareness projects were reported by 43 states and territories; (4) activities of statewide friends groups/citizens library councils were reported by 30 states and territories; (5) extended services to special groups were reported by six states; (6) expanded library services were reported by 37 states and territories, including network development, multitype library cooperation, school/public library cooperation, and improved interlibrary loan efforts; (7) literacy and adult education programs were stressed as statewide priorities by 25 states; (8) statewide plans had been released or were under development in 42 states; (9) fiscal assistance for WHCLIST activities was reported by 37 states; and (10) positive comments on a 1989 White House Conference were received from 37 states and territories, with nine states uncertain about the usefulness of a second White House Conference. An appendix provides a review of the process and events that led to the first White House Conference on Library and Information Services in 1979, the establishment of an ad hoc committee to monitor implementation of the resolutions in 1980, and progress made towards priorities established at the conference. (CGD)

ED 305 105 JC 890 136

Linksz, Donna H.; Chapman, Todd
Catonsville Community College Institutional Factbook.
Catonsville Community Coll., Md.
PUB DATE- Jan 89
NOTE- 181p.; Portions printed on colored paper.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Educational Facilities; *Educational Finance; *Enrollment; *Institutional Characteristics; Philanthropic Foundations; School Personnel; Two Year Colleges; *Two Year College Students

This fact book provides tables and charts showing fiscal year 1988 and longitudinal data on Catonsville Community College (CCC). The sections of the fact book focus on: (1) the college, including information on the school calendar, college objectives, employee characteristics, the physical plant, library holdings, and institutional finances; (2) enrollment trends, student demographics, degrees and certificates awarded, and financial aid data; (3) enrollment by department and division; (4) the CCC Foundation; and (5) population trends in Baltimore County. An additional section provides organizational, financial, enrollment, student, and population data for Carroll Community College. (AJL)

ED 305 303 SO 019 780

Meyer, Jan
Advertising for a New Partner Still Shows Traditional Values.
PUB DATE- 88
NOTE- 6p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Comparative Analysis; Content Analysis; *Females; *Males; *Sex Differences; *Values

This paper describes a study of 639 advertisements in the personals section of one newspaper in order to compare what females and males include in these advertisements. Results indicated that most advertisers described themselves rather than the person they would like to meet but that some differences did occur between male and female generated advertisements. Females were more likely than males to describe their own physical attractiveness and to ask for the psychological characteristics of sensitivity and caring and for financial security. Males were more likely than females to describe their financial security, height, and weight and to request physical descriptions of attractiveness and weight. Males requested a photograph more often than did females. Findings suggested the existence of a profile that represents the traditional U.S. values; men desire attractiveness and women seek financial security. (JHP)

ED 304 979 HE 022 282

Meeting the Challenge of Rising Higher Education Costs. A Report of the Student Assistance Committee of the New Jersey Board of Higher Education.

New Jersey State Board of Higher Education, Trenton.; New Jersey State Dept. of Higher Education, Trenton.

PUB DATE- May 87
NOTE- 54p.
AVAILABLE FROM- Department of Higher Education, State of New Jersey, 225 West State Street, Trenton, New Jersey 08625.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Educational Quality; Eligibility; Fellowships; Grants; Higher Education; Parent Financial Contribution; Scholarships; *Student Costs; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- *New Jersey; Paying for College

In response to the charge of developing ways for the state to assist families to meet rising college costs, while federal aid is declining, 20 initiatives are recommended for state action in four priority areas: access, excellence, financing alternatives, and efficiency. The following are among the recommendations: (1) continue to raise the maximum Tuition Aid Grant (TAG) award at independent institutions toward 50% of average sector tuition; (2) revise the New Jersey eligibility criteria for self-supporting students to conform to national standards; (3) establish additional assistance for single-parent students; (4) increase the number of Garden State Graduate Fellowships; (5) establish an urban scholars program for talented youth who have had a weak secondary school environment; (6) develop tuition prepayment and savings plans for families; (7) create a state work-study program for students unable to find suitable summer employment; (8) disseminate student aid information targeted to minority students; and (9) simplify student financial aid applications and link institutions and the Office of Student Assistance with a common computer network. Appendices provide data on funding sources, student loan volume, distribution of grants by sectors, and tuition. A resolution to establish a committee on student financial aid is also appended. Contains 30 references. (KM)

Wiltse, Helen
The Use of Electronic Mail in Research Libraries. SPEC Kit #149.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 88
NOTE- 116p.; Cover title varies.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Services, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00 per kit prepaid; subscriptions available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Delivery Systems; *Electronic Mail; Foreign Countries; Higher Education; *Library Networks; Library Surveys; *Research Libraries; Use Studies
IDENTIFIERS- Association of Research Libraries; Canada; United States

Noting that the primary function of electronic mail within research libraries has changed from interlibrary loan to administrative purposes in the last four years, this kit begins with an overview of the results of Association of Research Libraries (ARL) surveys of the use of electronic mail (e-mail) in member libraries conducted in 1984 and 1988. The discussion highlights the functions of electronic mail, use of electronic bulletin boards, management issues, and trends and issues. The kit then presents: (1) a tabulation of the survey results with additional information provided by four of the respondents; (2) organizational charts showing the area of control of e-mail within libraries; (3) descriptions of campus mail systems and instructions for their use; (4) descriptions of electronic bulletin boards and external mail systems; (5) a discussion of conferencing within an e-mail system; and (6) a sample survey of the use of an e-mail system in a university setting. A selected reading list of 13 items is included. Materials in the kit were submitted by the Center for Research Libraries, the Library of Congress, and the following universities: Brigham Young University, University of British Columbia, University of California at Berkeley, University of California at Irvine, University of Florida, Georgia Institute of Technology, University of Georgia, University of Guelph, University of Illinois at Chicago, Iowa State University, University of Manitoba, Massachusetts Institute of Technology, Michigan State University, University of Minnesota, Northwestern University, Pennsylvania State University, University of Pittsburgh, Purdue University, Stanford University, and Syracuse University. (CGD)

ED 305 133 PS 017 750

S.1885--A Bill To Provide for a Federal Program for the Improvement of Child Care, and for Other Purposes. Senate, 100th Congress, 2d Session.

Congress of the U.S., Washington, D.C. Senate.
REPORT NO.- Senate-R-100-484
PUB DATE- 11 Aug 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; Early Childhood Education; *Federal Government; *Federal Legislation; *Financial Support; *Government Role; Program Improvement; *State Government
IDENTIFIERS- Congress 100th; Proposed Legislation

Senate bill S.1885, "Act for Better Child Care Services of 1988," is designed to provide for a federal program for the improvement of child care. The bill aims to strengthen the role of the family by ensuring that parents are not forced by lack of available programs or financial resources to place a child in unsafe or unhealthy child care. The bill is also intended to promote the availability and diversity of quality child care services in order to expand child care options available to families. Sections of the bill concern: (1) findings and purposes; (2) definitions; (3) authorization of appropriations; (4) amounts reserved and allotments; (5) the lead agency; (6) application and plan; (7) special rules for use of state allotments; (8) planning grants; (9) continuing eligibility of states; (10) the state advisory committee on child care; (11) resource and referral programs; (12) training and technical assistance; (13) federal administration of child care; (14) federal enforcement; (15) payments; (16) National Advisory Committee on Child Care Standards; (17) limitations on use of financial assistance; (18) nondiscrimination; and (19) preservation of parental rights and responsibilities. (RH)

ED 305 202 RC 017 013

Koebel, C. Theodore; Price, Michael L.

Annual Estimates of Poverty for Counties in Kentucky, 1979-1986.
Louisville Univ., Ky. Urban Studies Center.
PUB DATE- Dec 88
NOTE- 26p.
AVAILABLE FROM- Urban Studies Center, Attn: Publications, University of Louisville, Louisville, KY 40292 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; *Demography; Economically Disadvantaged; Low Income Groups; *Models; Multivariate Analysis; Population Trends; *Poverty; Quality of Life; Residential Patterns; *Social Indicators; Social Science Research; *Statistics; Trend Analysis
IDENTIFIERS- *Kentucky

This report is the result of an experimental effort by the Population Studies Program at the University of Louisville. The program investigated the feasibility of estimating the percentage of Kentucky residents in poverty at the county level based on a variety of income, employment, demographic, and public assistance data available annually for counties. The results of this modeling effort were released for review and discussion. The model estimated the poverty rate from surrogate social indicators that are expected to systematically vary with poverty. The model was first calibrated on 1969 data for all counties of the state, then used to estimate the 1979 poverty rate for all counties based on the 1969 model coefficients. Results were compared with the poverty rates estimated from the 1980 census. Then the model was recalibrated using the 1979 data, and the 1979 coefficients were used to estimate the poverty rates for subsequent years. When tested against the 1980 census of the 1979 poverty rate, the model's average absolute percentage point error for 1979 was 2.4 points. The maximum error was 12.5 points and 13 of the state's 120 counties had errors exceeding 5 percentage points. Over half the counties were within 2 percentage points of the 1980 census estimate. The estimates indicated that poverty had increased in Kentucky since 1979. The estimated 1986 rate was 18.2 percent, slightly above the 1979 rate of 17.6 percent. The number of people estimated to be in poverty in 1986 was 678,000. Eastern Kentucky continued to have the highest number of counties with high poverty rates. This document details the model's calibration and contains three maps and six tables. (TES)

ED 305 215 RC 017 034

Melnick, Steven A.; And Others
A Comparative Study of the Relationships between School District Size and Selected Indicators of Educational Quality. Prepared for the Connecticut Association of School Administrators, Small/Rural Schools Committee.
PUB DATE- 12 Feb 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Average Daily Attendance; College Bound Students; *Comparative Analysis; *Consolidated Schools; Declining Enrollment; *Educational Facilities Planning; Elementary Secondary Education; Expenditure per Student; Public Schools; Rural Urban Differences; *School District Size; School Effectiveness; *School Size; School Statistics; Secondary Education; Small Schools; Teacher Student Ratio
IDENTIFIERS- *Connecticut

During the past five years, student enrollments in Connecticut have declined by approximately 17%. Recent State Department of Education projections indicate that the decline can be expected to continue and become more evident in the high schools through 1989. Continuing declines in both enrollment and available resources raise questions about the quality of education, school size, and the efficacy of school consolidation. The purpose of this study was to identify indicators of quality education and to compare Connecticut's small schools with their larger, non-city counterparts. School districts were compared on the basis of size with respect to costs, staffing, curriculum, achievement, attendance/dropout rates, and graduate preparation. The study concludes that there was no significant difference between small and large districts with respect to expenditure per pupil, although small districts did pay higher educational tax rates. There was also no significant difference with respect to attendance, or percentage of students in need of additional help in basic courses. Small districts with no high schools showed a significantly higher average daily attendance rate. There was little difference among districts with respect to high school persistence rates, mean scores, or percentage of students above the Stated Level of Expected Proficiency on the Ninth Grade Proficiency Examination, but small and medium high schools showed a tendency for higher test scores. While large high schools consistently offered more advanced courses, small schools consistently had a larger number of staff per 1,000 students. Larger high schools had a higher percentage of students who continued on to higher education than small schools. This document contains 28 references and 8 tables. (TES)

ED 305 287 SO 019 755

Connor-Greene, Patti; And Others
Gender Issues in Psychology: A Content Analysis of Introductory Psychology Textbooks.
PUB DATE- 31 Mar 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Citations (References); *Content Analysis; Higher Education; Introductory Courses; *Psychology; *Sex Differences; *Sex Role; Sexual Identity; *Textbook Content; Textbook Research

This paper assesses the attention given to gender issues in 17 psychology textbooks published between 1985 and 1987 and used in college undergraduate introductory courses. The methodology used was the analysis of content and research citations. Specific issues that were examined included: (1) the explanation of the distinction between gender and sex differences; (2) the inclusion of sections in chapters on gender/sex roles; (3) the presentation of historical and contemporary masculine and feminine perspectives; (4) the coverage of recent research topics relating to androgyny and gender schema theory; and (5) the number and recency of research citations. The results show only four textbooks clearly explained the distinction between gender and sex differences, and four covered gender or sex roles under a specific heading. All 17 included material on Sigmund Freud, while more recent theorists such as Karen Horney, Lawrence Kohlberg, and Carol Gilligan were cited less frequently. Androgyny appeared in seven texts, and only two contained mention of gender schema theory. A table provides the breakdown of the number and recency of research citations. The study indicates that textbooks require a more balanced view of gender, both in topics included and in the number and recency of research findings related to this area. A 20-item reference list is included. (DJC)

ED 305 319 SO 019 815

Lessons in Law for Middle Grades: Grade Five.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.

SPONS. AGENCY- North Carolina Governor's Crime Commission, Raleigh.
PUB DATE- 88
NOTE- 58p.; For other booklets in this series, see SO 019 769 and SO 019 814-817. Some materials are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Curriculum Enrichment; Grade 5; Instructional Materials; Intermediate Grades; Justice; *Law Related Education; *Legal Responsibility; Resource Units; Social Studies; State Curriculum Guides; Teacher Developed Materials
IDENTIFIERS- Authority; *North Carolina

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina social studies state curriculum, and these materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade five contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and 10 teacher developed lessons that focus on the U.S. legal system. A legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and a culmination activity are outlined for each of the 10 lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

ED 305 021 HE 022 340

Reitt, Barbara B.
The First 25 Years of the Southern Council on Collegiate Education for Nursing (SCCEN).
Southern Council on Collegiate Education for Nursing, Atlanta, GA.
PUB DATE- 87
NOTE- 118p.
AVAILABLE FROM- Southern Council on Collegiate Education for Nursing, 592 Tenth St., N.W., Atlanta, GA 30318-5790 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *College Programs; *Educational History; Higher Education; Nurses; *Nursing; *Nursing Education; *Professional Associations
IDENTIFIERS- Bylaws; *Southern Council on Collegiate Educ for Nursing

The history of the Southern Council on Collegiate Education for Nursing (SCCEN) is presented in the following chapters: (1) "Postwar Nursing and Nursing Education"; (2) "Southern Nurses Press for Regional Action"; (3) "The Structure of the Council: Stability in the Face of Change"; (4) "The World of the Council: Its Constituency and Support"; and (5) "The Work of the Council." The following are appended: Statement of Institutional Participation, Bylaws, Memorandum of Agreement between the Southern Council on Collegiate Education for Nursing and the Southern Regional Education Board, and a list of committees and their members. Contains 54 references. (KM)

ED 305 050   IR 013 726

Cargill, Carl F.
A Five Stage Conceptual Model for Information Technology Standards.
PUB DATE- Oct 88
NOTE- 47p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Industry; *Information Technology; *Marketing; *Models; Planning; *Standards; *Technological Advancement; Users (Information)

The advent of anticipatory and boundary layer standards used in information technology standardization has created a need for a new base level theory that can be used to anticipate the problems that will be encountered in standards planning, creation, and implementation. To meet this need, a five-level model of standards has been developed. The model reflects the growing level of sophistication in information technology standards, and provides a basis for beginning to structure the environment in which standards planning and creation takes place. The text is supplemented by eight figures, which are replicated along with other overhead transparencies used during the presentation of the paper. (Author/EW)

ED 305 229 SE 050 407

Ditchfield, Christine, Comp.
Better Science: Working for a Multicultural Society. Curriculum Guide 7.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 49p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Instructional Development; Instructional Improvement; *Multicultural Education; *Science Curriculum; Science Departments; Science Education; Science Instruction; Science Teachers; *Secondary School Science; Teacher Improvement
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. Section one of this guide is concerned with science teaching in a multicultural society. Section two looks at the perceptions held by young people on the multi-cultural nature of science and offers examples of curriculum development undertaken by teachers. Section three describes efforts at two schools to develop an anti-racist and multicultural science curriculum and describes some notions of inequality in science. Section four explores teacher expectations and assumptions and their consequences. Section five examines ways to develop language in the science laboratory. Section six provides some suggestions for inservice activities. Section seven presents recommendations, publications, and a glossary. Also included are an introduction, references, and an appendix with a checklist for analyzing images in curriculum materials. (RT)

ED 305 243 SE 050 440

Denton, Jon J.

Recruitment and Selection of Mathematics and Science Teaching Candidates for a Non-Traditional Teacher Certification Program: A Case Study. Project Portrayal.

Texas A and M Univ., College Station. Instructional Research Lab.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 26 Sep 88

NOTE- 31p.

CONTRACT- 400-85-1067

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Mathematics Teachers; Program Costs; Program Descriptions; Program Development; Program Implementation; *Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Teacher Certification; *Teacher Education Programs; Teacher Employment; *Teacher Placement; Teacher Recruitment; Teacher Shortage; Teacher Supply and Demand

Documented shortages of secondary mathematics and science teachers have occurred over a decade. Yet a program developed to enable individuals with academic preparation in mathematics and/or science to become teachers encountered difficulty in placing the students in paid teaching internships. Although benefits to school districts for participating in the program included salary savings and assistance with their teacher induction programs, not many districts have shown interest in participating in the program. Discussion of factors such as timing of employment decisions, scheduling of intern with mentor teacher, and characteristics of interns thought to affect the employment of teaching interns are presented in this report. (Author/MVL)

ED 305 304 SO 019 781

Meyer, Jan
Breaking Up That Old Gang: Male-Female Conflict on the Job.
PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Woman's Place Research Conference (Vermillion, SD, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict; *Females; *Males; Sex Differences; Work Attitudes; Work Environment

Comparing cultural conceptions of sexism to those of racism, this paper identifies lack of contact, social invisibility, ethnocentrism, competition, and unequal power as factors that negatively affect women in the work place. Possible female responses to these factors include: (1) acquiescence to male dominance; (2) aggression; (3) acting and thinking as males do; or (4) avoidance of male dominated work situations. This paper predicts six stages of a woman's reactions and actions in work environments. These stages include ignorance, contact, competition or hostility, accommodation, and assimilation into male dominated environments. The paper concludes that males and females need to learn to understand sex differences, that men should learn to express emotion and feelings, and that women should strive to become more competitive. Six references are included. (JHP)

ED 304 965   HE 022 253

Schlachter, Gail Ann; Goldstein, Sandra E.
Directory of Financial Aids for Minorities, 1989-1990.
REPORT NO.- ISBN-0-918276-08-X
PUB DATE- 89
NOTE- 514p.
AVAILABLE FROM- Reference Service Press, San Carlos Industrial Park, 1100 Industrial Road, Suite 9, San Carlos, CA 94070 ($45.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Directories; Federal Aid; Federal Programs; *Fellowships; *Grants; Higher Education; Hispanic Americans; Internship Programs; Mexican Americans; *Minority Groups; *Scholarships; State Aid; State Programs; *Student Financial Aid; *Student Loan Programs; Veterans

The first section of the directory provides 2,068 references and cross-references to financial aid programs designed primarily or exclusively for minorities. All areas of the sciences, social sciences and humanities are covered. The focus is on programs open to American citizens and tenable in the United States or abroad. Entries are grouped into six categories: scholarships, fellowships, loans, grants, awards and internships. Each entry consists of an entry number, program title, sponsoring organization, purpose, eligibility, financial data, duration, special features, limitations, number awarded, and deadline. The second section of the directory identifies the state agencies to contact for information on educational benefits for residents. Agencies are grouped by type of support (state financial aids and guaranteed student loan programs) and listed alphabetically by state within the two categories. The third section of the directory provides an annotated list of the 75 key directories published in 1980 or later that list sources of financial assistance for anyone, regardless of minority status. In addition, program title, sponsoring organization, geographic, subject, and calendar indexes are provided. (KM)

ED 304 994 HE 022 298

Langford, Peter E.
The Emergence of Metaethical Reasoning.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Development; *Cognitive Processes; *Ethics; Higher Education; Metacognition; *Moral Values; Psychological Characteristics; *Values

IDENTIFIERS- Kohlberg (Lawrence); Metaethical Reasoning; Piaget (Jean)

A multidimensional model of the growth of moral reasoning is described that is significantly different from those proposed by Kohlberg and Piaget. A study that tests several aspects of the model on university students is reported. The suggestion that well-developed chains of reasons are a prerequisite for the emergence of metaethical reasoning was supported. The suggestion that reflective reasoning is a prerequisite for the emergence of metaethical reasoning was not supported, but this may have been due to difficulties with the elicitation technique employed. The role of metaethical reasoning within different kinds of world-views was explored using case studies. Some suggestions are made regarding the role of metaethical stances in producing a reorganization in the content of values. It is suggested that adults need to take more responsibility for the induction of younger children into particular ethical codes than implied by the theories of Kohlberg and Piaget, but that comparative and reflective treatment of ethical systems is more suitable for senior high school and postsecondary students. Contains 45 references. (KM)

ED 305 007 HE 022 326

Bowman, John E.
Educating American Undergraduates Abroad: The Development of Study Abroad Programs by American Colleges and Universities. Occasional Papers on International Educational Exchange, No. 24.
Council on International Educational Exchange, New York, N.Y.

PUB DATE- Nov 87
NOTE- 56p.
AVAILABLE FROM- Council on International Educational Exchange, 205 E. 42nd St., New York, NY 10017 ($4.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Cultural Exchange; *Educational History; Higher Education; Intercultural Communication; *International Educational Exchange; *Program Development; *Study Abroad; Undergraduate Study

A history of the development of study abroad programs by U.S. colleges and universities is presented in the following chapters: (1) "The Origin of Study Abroad Programs"; (2) "The Issues in Study Abroad"; (3) "The 'Proliferation' of Study Abroad Programs"; (4) "The Seventies: New Patterns for Study Abroad Programs"; (5) "Some Examples of Institutional Involvement"; (6) "The Student Population"; (7) "The Academic Program"; (8) "The Evaluation of Study Abroad Programs"; (9) "Current Problems in Study Abroad"; and (10) "The Future of Study Abroad." Two charts are appended that give the dates of study abroad programs sponsored by 82 U.S. colleges and universities and the number of study abroad programs sponsored by those institutions, by areas of the world. Contains 37 references. (KM)

ED 305 036 IR 013 708

Baird, William E.
Microcomputers in Secondary Science.
Education Service Center Region 13, Austin, Tex.
PUB DATE- 84
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Courseware; Inservice Teacher Education; Learning Modules; *Microcomputers; *Science Teachers; Secondary Education; Teacher Educators; Teaching Methods
IDENTIFIERS- Apple II

The purpose of this training module is to introduce science teachers at the secondary level to effective applications of microcomputers for instruction and to provide information on the current state of science-related microcomputer courseware. Designed to provide for 12 presentation hours, the module is divided into seven sessions: (1) Realities and Aspirations; (2) Computer-Assisted Instruction and Computer-Managed Instruction (CAI and CMI); (3) Simulations, Tutorials, and the Use of Graphics; (4) Calculations, Analysis, and Workup of Data; (5) Collections of Experimental Data; (6) Problem Solving Strategies and Inquiry; and (7) Conclusions and Evaluation. The four sections of this document provide: (1) a rationale for the subject matter, an overview of the entire module, and suggestions for presentation; (2) notes for the presenter, including step-by-step procedures for organizing major concepts into sequential sections with overview, learner outcomes, lists of needed materials and equipment, and time requirements for each of the seven sessions; (3) materials for participants, including all of the handouts needed to present the entire training module; (4) instructional materials, including a short description of a videotape intended for use with the sixth session, and transparency masters and diskettes needed for presenting the module. The appendixes include a list of science courseware, useful addresses and sources of assistance, a certificate to be handed out to participants, and a listing of all of the programs on each of the diskettes intended for use with this module. (EW)

ED 305 079   IR 052 691

Academic Libraries in Ohio. Progress through Collaboration, Storage, and Technology. Report of the Library Study Committee.
Ohio Board of Regents, Columbus.
PUB DATE- Sep 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Information Retrieval; *Information Storage; Library Automation; Library Cooperation; *Library Facilities; Needs Assessment; Preservation; *Shared Library Resources; Statewide Planning; *Technological Advancement
IDENTIFIERS- Retrospective Conversion (Library Catalogs)

Based on a study of the need for, and alternatives to, significant expansion of space for state college and university libraries, this report discusses the resultant recommendations, which address both the long term and the immediate space needs of the state's academic libraries. Following a description of the role of academic libraries and a discussion of the need for space for expanding collections and budgetary constraints, the focus of the committee's inquiry is examined by considering alternative solutions to the problem in three general areas: (1) collaboration, encompassing such issues as collaborative acquisitions, shared access/storage; (2) technology, including high density means of publication, e.g., microformats and optical disks; and (3) new storage techniques.

Conclusions and recommendations for each of these three areas of investigation point to a need for highly efficient storage and library materials at lower costs, to a sharing of access to the pooled resources of Ohio's academic libraries, and to the benefits of future technological innovation. Six appendixes contained in 38 pages form the main body of the report. They include a summary of the study of Ohio's state-assisted colleges and universities on which this report is based; reports on site visits to the University of California, the University of Illinois, and Harvard University; a discussion of the book deterioration crisis; a review of available storage and retrieval technologies; comparable information about library facilities; and a proposal for the retrospective conversion of bibliographic records. (43 references) (CGD)

ED 305 106 JC 890 137

Backstrom, Kurt; And Others
Physical Therapist Assistant Fitness Lab.
Colby Community Coll., KS.
PUB DATE- Oct 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Health Promotion; *Physical Education; *Physical Fitness; *Physical Therapy; Program Administration; Program Content; Program Costs; Program Descriptions; Program Design; Two Year Colleges
IDENTIFIERS- *Physical Therapist Assistants

Colby Community College's (CCC) Fitness Lab was established to provide the Physical Therapist Assistant (PTA) Program with a learning laboratory in which students can practice classroom-acquired skills, while at the same time promoting the physical, emotional, social, and intellectual well-being of CCC students and staff, and community members. A variety of methods, materials, and technologies have been designed to achieve the Fitness Lab's goals, including personalized attention, continuous supervision of participants, demonstrations of proper warm-up exercising and equipment utilization, an orientation session, and written instruction manuals. Participants enroll in the Fitness Lab at the college, schedule a suitable time for pretesting and orientation, obtain medical clearance, participate in tri-weekly supervised workout sessions, and take a posttest. Keys to the success of the Fitness Lab have included: (1) top-level administrative support; (2) $30,000 in start-up monies from a vocational programming grant and the college's facility improvement budget; (3) staff members with backgrounds in nursing, physical fitness, or biological sciences who received special training in the use of the lab's equipment; (4) involvement of PTA students in participant testing; and (5) availability of the Fitness Lab to all students through a lifestyle course. Periodic meetings of those responsible for the Lab insure that the program is meeting its goals. (AJL)

ED 305 120 JC 890 152

Morrison, James L.
The Continuing Seminar on Organizational Planning and Policy Analysis: Implications for Community College Planning Offices.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; Computer Uses in Education; Course Content; Course Descriptions; *Database Design; Database Management Systems; Databases; Data Collection; *Educational Planning; *Futures (of Society); Higher Education; Maximum Likelihood Statistics; *Prediction; Predictive Measurement; Seminars; Student Projects
IDENTIFIERS- *Environmental Scanning

At the University of North Carolina at Chapel Hill, a seminar on planning and policy analysis is offered for doctoral students who wish to conduct planning and forecasting studies for their doctoral dissertations or who simply wish to learn such techniques. One of the major projects of the seminar is the development of an environmental scanning database. Each student is assigned specific journals and newspapers to scan for environmental data that will augment the data gathered by students from the previous years and keep the material current. Scanners are responsible for the initial classification of the articles they submit to the database and for appending a brief statement on the implications for higher education. The Instructional Materials Center houses the hard copy of the articles and a microcomputer to manage the electronic database. Each student is also assigned professional journals to read for pertinent literature on alternative futures, the delphi technique, environmental scanning, forecasting, policy analysis, and other topics within the scope of the seminar. The two resulting databases work in conjunction with Hypercard on a Macintosh computer. The major advantage of the program is ease of searching, sorting, and downloading. The databases are used in conjunction with a planning model that employs a variety of research techniques to develop and describe the most likely future environments and alternatives. These descriptions are then used to develop organizational plans and policies. The seminar demonstrates the possibility of organizing and developing an environmental scanning/forecasting capability with relatively meager resources. (AAC)

ED 305 148   PS 017 862

Takeuchi, Michio; Kajiwara, Yasuko
Child-Rearing and Development: Comparisons between Japanese and Americans Based upon the Psychological-Anthropological Perspectives.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Cultural Differences; *Cultural Traits; Culture Contact; Foreign Countries; *Hidden Curriculum; *Individual Development; Infants; Mothers; Parent Child Relationship; *Social Change; Social History; Socialization
IDENTIFIERS- *Japan; United States

Discussed are: (1) historical and cultural backgrounds of the Japanese style of child rearing; (2) differences of child rearing style between Japan and the United States; (3) the hidden curriculum at school and home. Content explores the recent controversy in Japan over "Amae," or the Japanese infant's craving for close contact with its mother and the importance of the mother's provision of physical contact. It is suggested that American mothers spend less time with their children than Japanese mothers and more time in talking to the children. Five cultural differences in child rearing are discussed, including sleeping arrangements, clothing of infants, mother's responsibility for changing the child's diaper before it complains, placing babies in different positions, encouragement of language, and mother's role in promoting young children's academic achievement. Japanese teachers play the role of mothers at school and provide a class atmosphere of equality and cooperation. The mother-child relationship is the model of Japanese social relations, extending to the relations of a company's president and his staff. Currently, the Japanese mother's consciousness of child rearing has been changed due to improvement in the position of Japanese women. Their child-rearing attitudes tend to be Americanized, as the society changes in the direction of increased rationality, activity, and expressivity. (RH)

ED 305 162 PS 017 878

Calvert, Sandra L.
Presentational Features for Young Children's Recall of Information.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society fo
Research in Child Development (Kansas City, MO, April 27-30, 1989)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Stimuli; *Computer Graphics; Early Childhood Education; Kindergarten Children; Preschool Children; *Recall (Psychology); *Visual Stimuli
IDENTIFIERS- *Felt Boards; *Labeling (Of Objects); Presentation Mode
Stimulus Characteristics

The purpose of this study was to examine children's recall of verbal information as a function of stimulus action and labels. The same information was presented on either a computer or a felt board. Action and labels were expected to enhance recall, regardless of the presentation medium. In both conditions, an experimenter introduced each child to the properties of objects while reading a story. In the computer condition, when the experimenter came to a targeted object, she typed its name. A speech synthesizer then either labeled the object or did not, and the object either moved across the screen or appeared in still frame. In the felt board condition, the experimenter moved and labeled objects as the computer did. After all objects were presented, they were removed from sight. The child then named all the objects that he or she could remember, and the experimenter recorded the child's responses. A total of 40 children, equally distributed among preschool and kindergarten grades, were randomly assigned to a computer or felt board condition. For each condition, the same 24 objects, structured in six sets, were presented. Both action and labels increased children's recall of verbal information, regardless of the medium in which information was presented. Results suggest that action facilitates, rather than disrupts, children's learning of verbal information. (RH)

ED 305 176 PS 017 893

Beal, Carole R.; Belgrad, Susan L.
The Development of Message Evaluation Skills in Young Children.

PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Ability; Cognitive Development; Early Childhood Education; *Elementary School Students; *Evaluation; Grade 2; *Kindergarten Children; *Preschool Children
IDENTIFIERS- Developmental Patterns; *Message Evaluation Skills; Message Perception; Referential Communication

Two studies investigated the origins of message evaluation skills in preschool children. In the first study, 14 preschoolers and 14 second graders were asked to evaluate the informativeness of pictorial messages in a referential communication task in two sessions. Results showed that the younger children overestimated the informativeness of ambiguous messages even though they realized that the messages described two referents. Their performance did not improve in the second session. Results of the second study, which concerned 14 preschool, 14 kindergarten, and 14 second-grade students, provided support for a hypothesized developmental sequence in the acquisition of message evaluation skills. Children's performance suggested that at first they evaluated all messages as informative, even those that did not describe the target referent, because they did not distinguish the information in the message from their own knowledge or beliefs about what the speaker intended. Subsequently, children began to understand that the message was a source of knowledge and evaluated its quality apart from what they knew or believed to be true. Over 30 references are cited. (RH)

ED 305 189 RC 016 961

Chenery, Mary Faeth, Ed.
Background Papers for the Private Independent Camps Colloquium, "Designing for Success in the 90's" (Itasca, Illinois, October 13-15, 1988).
American Camping Association, Martinsville, Ind.
PUB DATE- Oct 88
NOTE- 44p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Camping; Children; College Students; *Educational Trends; *Family Influence; Higher Education; Recruitment; *Social Values; *Sociocultural Patterns; *Summer Programs

These papers examine societal forces and demographic trends that will affect private camping in the next decade. Each paper begins with an executive summary. The body of each paper then documents the conclusions and speculates on the implications for camping. Reference lists also are provided. "American Values and Organized Camping" by F. M. LaBarre assesses the current status of values related to the family, family traditions, the "yuppie" lifestyle, the work ethic, and personal orientation to either relationships or self-fulfillment. "The Faces of the 80's: Changes and Challenges for Camping" by C. M. Cole discusses influences on today's children: divorce, single parent families, working mothers, technology, drug and alcohol abuse, and television. "The Range of Summer Recreation Opportunities for American Youth" by F. M.

LaBarre: (1) provides an overview of national youth agencies that offer summer camping; (2) describes summer sports programs and trends in family vacations; and (3) explores the local options for youth in Eugene, Oregon. "What's Happening in Education and Child Care: Implications for the Camping Field" by K. DeGraaf discusses the possible impact on camper enrollment of current trends: year-round education, expanded summer programs at schools and universities, outdoor education funded by school districts, and the increasing need for child care. "Challenges of Camp Staff Recruitment in the 1990's" by D. DeGraaf examines the changing profile of the American college student, rising college costs, the increasing competition for seasonal staff, and several innovative recruitment strategies. (SV)

ED 305 258 SE 050 471

Jones, M. Gail

T-Zone, Target Students and Science Classroom Interacations.

PUB DATE- 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Class Activities; Classroom Communication; Classroom Environment; Classroom Research; Classrooms; Observation; *Physical Sciences; Questioning Techniques; Science Instruction; Secondary Education; *Secondary School Science; *Student Participation; Teacher Behavior; *Teacher Student Relationship; Teaching Methods

This study investigated the seating patterns of target students in science classrooms to see if there was an action zone or t-zone present. Fifty-six physical science and chemistry classes were observed using the Brophy-Good Teacher-Child Dyadic Observation System. Target students were identified and their interactions were compared to non-target students. Target student interactions for direct questions and student-initiated interactions were analyzed to ascertain whether the teacher or the student determined target student status. Results indicated that no t-shaped action zone was present in the classes observed. Target students dominated class interactions and received more direct questions, teacher afforded conversation and sustaining feedback. Nearly one-third of all students observed in the study did not interact at all and were silent. (Author)

ED 304 936 FL 017 893

Denk, Walter Josef; Karottki, Hartmut
Authentic Materials for the Business German Classroom.
PUB DATE- Apr 88
NOTE- 12p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839). Presentation on exercise development, by Hartmut Karottki, was not received by ERIC.

AVAILABLE FROM- Harmut Korottki, Goethe Institute, 401 N. Michigan Ave., Chicago, IL 60611, for samples of instructional units and further information.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *German; Higher Education; *Instructional Materials; *Languages for Special Purposes; Material Development; *Media Adaptation; *Reading Processes; Reading Skills; *Reading Strategies; Second Language Instruction
IDENTIFIERS- *Authentic Materials; Schema Theory

A discussion of authentic instructional materials for the business German classroom examines the reasons for using such materials, and focuses on reading strategies to be used with authentic German texts. Authentic materials' advantages include their communicative function, their intended use by a real audience, and their specific form. It is proposed that authentic materials can be adapted for instructional use without compromising these advantages. A 5-stage reading process that draws on schema theory to help students attain global proficiency is applied to the use of authentic materials. The stages include: (1) preteaching/preparation; (2) skimming and scanning; (3) decoding/intensive reading; (4) comprehension check; (5) and transferable/integrating skills. Variations of some aspects of the model are also discussed. (MSE)

ED 304 951 HE 021 535

Stark, Joan S.; Lowther, Malcolm A.

Strengthening the Ties That Bind: Integrating Undergraduate Liberal and Professional Study. Report of the Professional Preparation Network.

Michigan Univ., Ann Arbor.; Professional Preparation Network.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.

PUB DATE- 88

NOTE- 62p.

AVAILABLE FROM- Professional Preparation Project, 2400 School of Education Building, University of Michigan, Ann Arbor, MI 48109-1259 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrator Responsibility; *College Curriculum; *College Faculty; Educational Change; *Educational Philosophy; Educational Policy; General Education; Higher Education; Interdisciplinary Approach; Leadership Responsibility; *Liberal Arts; Outcomes of Education; *Professional Education; Teacher Participation; *Undergraduate Study

The integration of undergraduate liberal and professional education is discussed in the following chapters: (1) "A Call to Action"; (2) "Binding Values, Changing Times and Curricular Balance"; (3) "Seizing Opportunities for Excellence"; (4) "Defining the Educated Professional"; (5) "Extending a Constructive Debate"; and (6) "A New Spirit of Learning: A New Sense of Community." Recommendations are made concerning academic leadership, promoting faculty responsibility, and involving appropriate external agencies. Appendices list the National Advisory Panel, Network members and guests, and staff, and provides background information on the Professional/Liberal Undergraduate Self-Study (PLUSS) program, case studies, and related information. Tables illustrate four specific professional competencies and outcomes considered important by educators in eight undergraduate professional fields. Contains 36 references. (KM)

Remodeling of University of Minnesota President's House and Office.
Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.
PUB DATE- Mar 88
NOTE- 61p.
AVAILABLE FROM- Program Evaluation Division, Office of the Legislative Auditor, State of Minnesota, Veterans Service Building, St. Paul, MN 55155 (free, limit of five).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *College Presidents; Costs; Expenditures; *Facility Improvement; Higher Education; *Housing; Housing Deficiencies; *Offices (Facilities); Resource Allocation
IDENTIFIERS- Project Management; *Remodeling; *University of Minnesota

A report on the remodeling projects at the University of Minnesota president's house and office is presented, noting significant shortcomings in the way the projects were managed and in the reporting relationship that existed between the Board of Regents and the university's administration. Recommendations are offered to the university on how accountability over remodeling projects can be improved. Ways in which the university might in the future avoid problems in maintaining the president's house are suggested. It is recommended that the Board of Regents formally adopt policies for approval and reporting of capital project expenditures, that they improve controls over authorization and utilization of unrestricted or discretionary funds, and that the university not pay for capital expenditures directly from the president's University Foundation expense account. A history of the Eastcliff residence and analysis of project costs are followed by a discussion of the remodeling of the president's offices. Six appendices are as follows: (1) bid tabulation for the Eastcliff project; (2) a letter discussing plans for Eastcliff, plus the minutes of the University's Board of Regents Physical Planning & Operations Committee meeting; (3) letters with a brief summary of the cost and sources of funds for the Eastcliff renovation and the deffered maintenance project; (4) a recap of the physical plant expenditures for Eastcliff; (5) interpretations of delegations of authority and matters to come before the Board of Regents; and (6) a memo on procedures for reporting projects to the Board of Regents for approval to proceed. Tables are included. (SM)

ED 305 051 IR 013 727

Collins, Gray
Framing Future Research: The Policy-Maker's Perspective.
PUB DATE- 1 Nov 88
NOTE- 13p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; Cost Effectiveness; Global Approach; *Innovation; *Long Range Planning; *Public Policy; *Research Needs; *Technological Advancement; *Telecommunications

Technology is moving to integrate communications and information, making it possible to provide a wide variety of services, and the United States must strive to develop a unified national telecommunications policy if it is to keep up with these changes. The United States is only a small part of what is clearly and rapidly becoming a global telecommunications marketplace, and yet telecommunications policy in this country remains balkanized. One example of this is the cable/telephone company ownership issue, where a variety of governmental agencies and entities--such as the Federal Communications Commission, federal courts, and state regulatory agencies--exercise jurisdiction and formulate often conflicting policies. In place of this current policy structure, the United States needs a unified policy that encourages innovation and permits American companies to remain competitive in the international community. An important beginning step would be to undertake research which would assess the economic costs and benefits of current and future policies. By quantifying the impact of current policies, identifying options, and analyzing various trade-offs, this type of research could point the way towards the development of a new national policy for telecommunications. (EW)

JC

ED 305 093 JC 880 161

Integrating the Humanities into Associate Degree Occupational Programs. Final Report of the Shared Vision Task Force, National Council for Occupational Education and the Community College Humanities Association.

American Association of Community and Junior Colleges, Washington, D.C.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Associate Degrees; College Curriculum; *Community Colleges; *Curriculum Development; Curriculum Research; Decision Making Skills; Educational Objectives; Employer Attitudes; *Humanities; Humanities Instruction; National Surveys; Questionnaires; *Relevance (Education); Teacher Attitudes; Two Year Colleges; *Vocational Education

A discussion is provided of the contributions of the study of the humanities towards the improvement of community college occupational education. After section I provides background information on the creation of a Shared Vision Task Force by the National Council for Occupational Education (NCOE) and the Community College Humanities Association (CCHA), section II describes the Task Force's activities and accomplishments and presents a glossary of terms. Section III identifies ten contributions which the humanities make to student learning outcomes in associate degree occupational programs: (1) an appreciation for what is significant about human life; (2) an understanding of human needs and problems; (3) an understanding of the unavoidable ambiguities, vagaries, and value-laden nature of human language; (4) an ability to apply analytical skills to problems and dilemmas; (5) an appreciation of the variety of human purposes and values to be realized in solving problems; (6) the ability to approach problems that lack a singular resolution; (7) an appreciation of the importance of responding to change appropriately; (8) the ability to make judgments reflective of human values; (9) a sense of civic purpose and responsible citizenship; and (10) an appreciation of the values of diverse cultures. Section IV presents the responses of 70 business representatives, and faculty and administrators in 191 community and junior colleges concerning the validity of these contributions and their importance to employment. Next, section V sets forth basic assertions and assumptions used by the Task Force in the development of the 18 curricular recommendations presented in section VI. Finally, section VII discusses the significance of the recommendations. Appendixes contain the Humanities Policy Statement of the American Association of Community and Junior Colleges, the NCOE Criteria for Excellence, the CCHA Humanities Statement, survey instruments, and a 77-item bibliography. (AAC)

ED 305 134 PS 017 757

Chang, Agnes; And Others

Are There as Many Dolls in This Row as That Row?

PUB DATE- Sep 87
NOTE- 40p.; Paper presented at the IE-BvLF Project Seminar (4th, Singapore, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Ability; Cognitive Development; Comparative Analysis; *Conservation (Concept); Cross Sectional Studies; Foreign Countries; *Language Role; Longitudinal Studies; *Preschool Children; Preschool Education
IDENTIFIERS- Developmental Patterns; Piagetian Tasks; *School Sponsorship; *Singapore

This study investigated the ability of preschool children in Singapore to conserve number, length, and quantity. Participants were more than 200 children of 3 to 6 years who attended one of six different types of preschool centers. Findings indicated that more than half of the 5.5-year-old children were able to conserve number, but less than 15 percent attained conserver status on length and quantity (liquid substance) tasks. Children in private kindergartens appeared to conserve earlier than did age-mates at nonprivate centers, but were eclipsed by the preprimary pupils in the senior age cohort. Though nonprivate pupils in the younger cohort appeared to lead in conserving length, private center students soon surpassed them. The preprimary children did not do well on the length task. Subjects from nonprivate kindergartens did better than private kindergarteners in conserving quantity. On the whole, results on length and quantity tasks were erratic. Use of the child's preferred language during testing supported previous findings concerning the effectiveness of such language use. It is concluded that provision of relevant activities is important in the development of the ability to conserve. Such activities need not be sophisticated or expensive. Practice in verbalization and causal reasoning give added advantage in tasks involving explanation. Numerous charts and graphs are provided, and nearly 50 references are cited. (RH)

ED 305 273 SO 019 406

Bond, Douglas G.
Values Clarification and International Education: The Yonsei Experience.
PUB DATE- 30 Mar 88

NOTE- 23p.; Paper presented at the Annual Meeting of the International Studies Association (29th, St. Louis, MO, March 29-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; Culture Conflict; Foreign Countries; Foreign Culture; Higher Education; International Educational Exchange; *Korean Americans; *Korean Culture; Student Exchange Programs; *Study Abroad; *Values Clarification; Values Education
IDENTIFIERS- *Korea; Koreans; *Yonsei University (South Korea)

This paper describes selected experiences of Korean-American students and students with a Korean heritage from other countries who live and study at the undergraduate level in Korea. Korean-American students' search for their roots and the process of cultural values clarification are examined, with particular emphasis on identifying cultural differences and conflicts through a special topics class in the International Division of Yonsei University (Seoul, Korea). This paper focuses on: (1) the choice to study in Korea; (2) international programs at Yonsei University; (3) information about Yonsei University's International Division; (4) a Yonsei University course on Korea's relationships with other countries; (5) the undergraduate course on selected topics about Korean society; and (6) the Yonsei University study abroad program's goals and outcomes in terms of cultural values clarification. References are included. (JHP)

ED 305 288 SO 019 756

Pedrini, D. T.; Pedrini, B. C.
Nature, Human Nature, and Solutions to Problems.

PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- College Curriculum; *Curriculum Design; Higher Education; *Resource Materials; Undergraduate Students
IDENTIFIERS- *Great Ideas Curriculum

This paper promotes an undergraduate course that would discuss the great ideas of Plato, St. Paul, Karl Marx, Sigmund Freud, Jean Paul Sartre, B. F. Skinner, and Konrad Lorenz. This course would help students understand human values and behaviors while focusing on historical, world, and national problems. Tentative solutions would then be discussed. The course outline follows the seven theories listed in Leslie Stevenson's "Seven Theories of Human Nature." An extensive bibliography of background readings is included. (DJC)

ED 305 305 SO 019 784

Kahn, Kim Fridkin; Goldenberg, Edie N.

Evaluation of Male and Female U.S. Senate Candidates: An Investigation of Media Influence.
PUB DATE- 4 Sep 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 1-4, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Content Analysis; *Females; *Males; *Mass Media Effects; Media Research; *Political Candidates; Questionnaires; Sex Bias; Sex Differences
IDENTIFIERS- *Senate

Despite gains in recent years, women still win political office much less frequently than men do. One reason might be that women may not receive the same response from the media as do their male counterparts. The research study explored this possibility by investigating: (1) differences in the methods used by the mass media to portray male and female U.S. Senate candidates; (2) whether these differences influence peoples' evaluations of candidates; and (3) whether a candidate's gender influences peoples' evaluations of them. Content analysis of 26 senate races, the development of four prototype newspaper articles representing coverage patterns for male and female incumbents and male and female challengers, and a questionnaire were used to determine perceptions of candidates' competence and traits. Findings indicate that people's evaluations of candidates appear to be affected by the sex stereotypes they have about male and female candidates and by the type of coverage candidates receive. Media coverage effects are especially strong for incumbents. Five tables, 26 references, the newspaper articles, and the questionnaire are included. (JHP)

ED 305 320 SO 019 816

Lessons in Law for Middle Grades: Grade Six.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.

SPONS. AGENCY- North Carolina Governor's Crime Commission, Raleigh.
PUB DATE- 88
NOTE- 53p.; For other booklets in this series, see SO 019 769 and SO 019 814-817. Some materials are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques

(For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Curriculum Enrichment; Foreign Countries; Grade 6; Instructional Materials; Intermediate Grades; Justice; *Law Related Education; Legal Responsibility; Resource Units; Social Studies; State Curriculum Guides; Teacher Developed Materials
IDENTIFIERS- Authority; *Europe; *North Carolina

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina social studies state curriculum, and the materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade six contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and six teacher developed lessons that focus on Europe. A legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and culmination activity are outlined for each of the six lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

ED 304 980 HE 022 283

Pyrch, Timothy; Stange, Mark
Report on the University of Calgary's Participatory Research Workshop.
Calgary Univ., Alberta. Faculty of Continuing Education.
SPONS. AGENCY- International Development Research Centre, Ottawa (Ontario).
PUB DATE- Jul 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Conferences; Cultural Context; Developing Nations; Foreign Countries; Higher Education; Models; *Participative Decision Making; *Research Needs; Research Opportunities; Research Problems; *Social Influences

A workshop on participatory research was held at the University of Calgary on May 3, 1988, as the first step in a two-step process, of which the second step will be a national conference to be held in July, 1989. The overall purpose of the workshop was to draw researchers (80 participants) together to share in the planning of the major conference and to provide direction to that planning. A summary is provided of the presentations at the workshop's three panel discussions, which addressed the topics "imperatives for participation," "implications for classical research," and "principles of participation and Canadian international development work and development research." Questions resulting from the small-group discussions are also summarized. Recommendations that emerged included a strong consensus that documenting and reporting on case studies of the practice of participatory research should be central in the conference. Other recommendations concerned the conference format and participants. (KM)

ED 305 008 HE 022 327

Caruthers, J. Kent; Marks, Joseph L.
State Funding Formulas for Higher Education in the SREB States.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 71p.; For related documents, see HE 022 330-331.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, GA 30318-5790 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Educational Finance; *Financial Support; Full State Funding; *Higher Education; *Public Colleges; *State Aid; State Colleges; Two Year Colleges; Universities
IDENTIFIERS- *Funding Formulas; *United States (South)

A study was conducted of state funding methods, practices and trends in the states covered by the Southern Regional Education Board. The use of funding formulas was found to be about as prevalent as in the late 1970s. A detailed profile is presented for each of the 15 states studied. The profiles provide such information as: state agency name; name and phone number of contact person; sectors (levels of postsecondary education) covered; description of budgeting process; groups that use the formula and for what purpose; percent of total educational and general budget covered by formula provisions; instruction; research; public service; academic support; student services; institutional support; operation and maintenance of plant; scholarships and fellowships; percent that request formula is fully funded; distribution technique when formula is not fully funded; process for estimating self-generated revenue; year that basic structure of formula was adopted; summary of formula revisions under consideration; and major formula components used for state budget control. (KM)

ED 305 065 IR 052 677

Federal Information. Agency Needs and Practices. Fact Sheet for the Chairman, Joint Committee on Printing, U.S. Congress.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/GGD-88-115FS
PUB DATE- Sep 88
NOTE- 91p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies, free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Government Role; *Information Dissemination; *Information Seeking; Information Services; *Needs Assessment; *Public Agencies; Public Policy; Surveys
IDENTIFIERS- Prototypes; *Public Information Systems

A questionnaire was sent to officials in 13 federal departments ar 57 agencies to collect data on their information needs and practices. The survey instrument was designed to provide: (1) information to the Joint Committee on Printing needs to carry out its oversight role in federal printing and publishing management; and (2) information to assist the Office of Technology Assessment in conducting a study on "Technology, Public Policy, and the Changing Nature of Federal Information Dissemination." The report presents a total of 173 responses to the questionnaire, 114 of which were received from the civilian cabinet level departments, 11 from the Department of Defense, and 48 from agencies. A compilation of these responses is organized into 13 appendixes which, together with an introductory letter, make up this report: Appendix I discusses the objectives, scope, and methodology of the survey; Appendixes II through XI summarize the responses from each of three groups on such topics as information types and formats, dissemination services, information technologies, assessments, policies and procedures, budgets/expenditures, and information products; Appendix XII provides a glossary of terms that was included in the questionnaire; and Appendix XIII lists departments and agencies represented by the survey respondents. (CGD)

ED 305 203 RC 017 014

How Many Kentuckians: Population Forecasts, 1985-2020. The 1988 Edition.

Louisville Univ., Ky. Urban Studies Center.

SPONS. AGENCY- Kentucky State Office for Policy and Management, Frankfort.
PUB DATE- 88
NOTE- 173p.; For 1986 edition, see ED 274 480.
AVAILABLE FROM- Urban Studies Center, Attn: Publications, University of Louisville, Louisville, KY 40292 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Groups; Birth Rate; Cohort Analysis; *Demography; *Futures (of Society); Migration; Older Adults; *Population Distribution; Population Education; Population Growth; *Population Trends; Sex; *Social Indicators; Social Science Research; Trend Analysis
IDENTIFIERS- *Kentucky

This report contains the latest official population forecasts for Kentucky. Population projections are revised periodically, based on the emergence of recent demographic trends that are inconsistent with assumptions used in earlier forecasts or the revelation of major developments that would impact future population growth. Recent trends are analyzed through annual population estimates derived from recorded births, deaths, and indicators of migration, taking into account changes in the fertility and migration components of the projections model. The 1980 census counts, the 1985 estimate, and projections for the years 1990, 1995, 2000, 2010, and 2020 are presented for the state, its 15 area development districts, its 7 metropolitan statistical areas, and its 120 counties. Tables present detailed population projections by gender and five-year age groups through 85 years and over. Age summaries are also presented for the population 0-18 years and 65 years and over. A cohort-component model projects the household population and the group quarters population aged 65 years and over in each county. Annual estimates 1981-1986 and annual projections for 1986-2020 are available by single year of age and two racial groups, white and nonwhite. The projections anticipate slow growth in Kentucky for the next few decades, with 21 counties expected to lose population. The state's non-metropolitan areas are expected to grow by 7.5 percent, whereas the metropolitan areas are expected to experience only a 4.6 percent increase. The state's number of elderly people is expected to increase, comprising 13.7 percent of the total population by 1995. This report also details its forecast methodology and includes locator maps. (TES)

ED 305 216 RC 017 036

Curiel, Herman
Bilingual Education & the American Dream: A Bridge or a Barrier?
PUB DATE- 10 Nov 88
NOTE- 22p.; Paper presented at the Annual Conference of the National Association of Social Workers (Philadelphia, PA, November 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Bilingualism; *Educational Legislation; Elementary Secondary Education; English (Second Language); Ethnic Groups; Hispanic Americans; Language Dominance; Language Proficiency; *Limited English Speaking; Minority Groups; Non English Speaking; *School Social Workers; Spanish Speaking
IDENTIFIERS- Bilingual Education Act 1968; Elementary Secondary Education Act Title VII

The Bilingual Education Act of 1968 (also know as Title VII of the Elementary and Secondary Education Act of 1965) recognized that the educational needs of Limited English Proficient (LEP) students could not be met by traditional, English-only instruction. This legislation provided funding to state education agencies and local school districts to encourage development and implementation of bilingual education programs and has undergone revision in 1974, 1978, 1984, and is part of the Hawkins-Stafford Amendments of 1988 (PL 100-297). The purpose of this paper is to increase school social workers' knowledge about bilingual education and to generate ideas about how they can promote bilingual education for LEP students. Growing evidence in longitudinal studies supports the claim that early positive school learning experiences result in lower retention and dropout rates. Making use of the LEP students' home languages in initial contacts with school will increase their chances of having positive learning experiences. Success in school will enable LEP students to break the cycle of poverty and ease their entry into mainstream America. The paper presents: (1) an overview of the Hawkins-Stafford Amendments; (2) a case for bilingual education for Hispanic LEP children; (3) pro and con positions on bilingual education; (4) a synthesis of recent research findings; and (5) the role of school social workers in bilingual education. A list of 27 references is included. (ALL)

ED 305 230 SE 050 408

Ditchfield, Christine, Comp.
Better Science: For Young People with Special Educational Needs Curriculum Guide 8.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 34p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Individual Needs; Instructional Development; Instructional Improvement; *Science Curriculum; Science Departments; Science Education; Science Instruction; Science Teachers; *Secondary School Science; *Special Education; Special Programs; *Student Needs
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. It examines science teachers' concerns about the science education of children with learning difficulties, sets this within the context of special education, concentrates on ways to provide access to science education, and is aimed at teachers in mainstream schools, special schools, and units. Section one considers these main ideas along with the lessons learned from surveys, an evaluation of curriculum materials, and the Assessment of Performance Unit about student capabilities. Section two reviews the identification of the needs of individuals. Section three describes the moves that have been made in two schools to provide access to science education for young people with special needs while section four outlines some principles for teachers to consider when developing their own strategies to give access to science education for young people with learning difficulties. Also presented are an introduction, a list of references, and a list of additional sources of information. (RT)

ED 305 244 SE 050 441

Denton, Jon J.

Graduate of Certification Program for Secondary Teachers: Texas A&M University. Practice Profile.

Texas A and M Univ., College Station. Instructional Research Lab.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 27 Sep 88
NOTE- 17p.
CONTRACT- 400-85-1067
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Mathematics Teachers; Program Costs; *Program Descriptions; Program Development; Program Implementation; *Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Teacher Certification; *Teacher Education Programs; Teacher Employment; Teacher Placement; Teacher Recruitment; Teacher Shortage; Teacher Supply and Demand

Documented shortages of secondary mathematics and science teachers have occurred for over a decade. Yet a program developed to enable individuals with academic preparation in mathematics and/or science to become teachers encountered difficulty in placing the students in paid teaching internships. Although benefits to school districts for participating in the program included salary savings and assistance with their teacher induction programs, not many districts have shown interest in participating in the program. This report contains the project data for this study. Information provided includes data for two sessions of the program, with six students completing each session. Student major, gender, date of degree, and teaching field is provided. Also given is university faculty information for the courses, mentors used, and collaborating schools. Program characteristics discussed include program content, instructional processes, features of the collaboration with schools, and of work within the university, intended outcomes, and products. Implementation requirements are provided by cost, grants, time and training, equipment, and personnel. A summation of ideal, acceptable, and unacceptable organizational arrangements is given. (MVL)

ED 304 966　　　　　　　　　HE 022 254

Lehman, Andrea E., Ed.; Suber, Eric A., Ed.
Peterson's College Money Handbook 1989. The Only Complete Guide to Scholarships, Costs, and Financial Aid at U.S. Colleges. Sixth Edition.
REPORT NO.- ISBN-0-87866-702-4
PUB DATE- 88
NOTE- 587p.
AVAILABLE FROM- Peterson's Guides, Inc., Princeton, NJ ($17.95 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Finance; Financial Needs; *Financial Support; Higher Education; Need Analysis (Student Financial Aid); No Need Scholarships; Parent Financial Contribution; Scholarship Funds; *Student Costs; *Student Financial Aid; Student Needs
IDENTIFIERS- *Paying For College

A comprehensive guide to the cost of a college education today and the ways colleges and other sources can help people meet that cost is presented. All accredited institutions in the United States and U.S. territories offering full 4- or 5-year baccalaureate degree programs are included except institutions with primarily part-time, correspondence, or external study. To be included, an institution must have full accreditation from or be a candidate for accreditation by an institution or specialized accrediting body recognized by the U.S. Department of Education and/or the Council on Postsecondary Accreditation. Four sections are as follows: (1) what to know about financial aid (discussing the place of financial aid in higher education and the complexities of estimating the family contribution and the resulting need, non-need aid, financial aid packages, and applying for various types of aid); (2) a glossary of related terms; (3) college costs and aid profiles (showing current expenses plus the details of the current financial aid program at each college); and (4) a listing of directories that group colleges by specific types of non-need awards and money-saving options they offer, making it easy to see which colleges offer which types of financial aid. Explanatory material on the arrangement and content of the data-based information in the profiles and directories is found at the beginning of each section. (SM)

ED 304 995 HE 022 299

Results of the New Jersey College Basic Skills Placement Testing. Fall, 1986 Entering Freshmen. Report to the Board of Higher Education.

New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.

PUB DATE- 19 Jun 87
NOTE- 79p.; For related documents, see HE 022 301 and ED 269 058.
AVAILABLE FROM- Basic Skills Assessment Program, New Jersey Department of Higher Education, 225 West State Street, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; College Students; Higher Education; Language Skills; Mathematics Skills; *Minimum Competency Testing; Outcomes of Education; Performance; *Remedial Instruction; Remedial Mathematics; Remedial Reading; State Surveys; *Student Improvement; *Student Placement; Verbal Ability; Vocabulary Skills; Writing Skills

IDENTIFIERS- *New Jersey College Basic Skills Placement Test

From March through October of 1986, 44,453 students took the New Jersey College Basic Skills Placement Test (NJCBSPT) at the 30 New Jersey public colleges and 11 participating independent institutions of higher education. Designed to provide data for summary reports to the Board of Higher Education and to help colleges place already admitted students into first-level or remedial English and mathematics courses, the NJCBSPT has been administered for the past nine years. The system-wide proficiency results in the report do not always coincide with the percentages of students placed into remedial courses because the NJCBSPT is but one of the indicators the colleges use in making placements. For each of the last nine years, test results have been very stable and consistently disappointing. The proportion of students who are well prepared to begin college work in New Jersey continues to be far below a desirable level. Results are presented by statewide findings, college sectors, recent and non-recent high school graduates, perceptions vs. performance, demographic data, and outcomes of skills-deficient students in college. Five appendices include: a description of the NJCBSPT, NJCBSPT mean scaled scores for 1982-1986, a description of the proficiency levels established by the Basic Skills Council, items representative of those included on the NJCBSPT mathematics section, and a comparison of statewide self-reported student background data for 1982-1986. Five figures and 21 tables are included.(SM)

ED 305 080 IR 052 692

Rothlisberg, Allen P.

Blazing New Frontiers: Library/Media Technology Education To Meet the Needs of Rural Northeastern Arizona.

Northland Pioneer Coll., Holbrook, Ariz.
PUB DATE- 21 Nov 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Community Colleges; *Curriculum Design; History; *Library Education; Library Personnel; *Library Science; Media Specialists; *Needs Assessment; *Paraprofessional Personnel; Professional Continuing Education; *Rural Environment; Telecommunications; Two Year Colleges; Undergraduate Study
IDENTIFIERS- Northland Pioneer College AZ

This paper presents a short history of the development of the only library/media technology program in the state of Arizona that offers courses especially designed for library technicians. A description is given of how the program evolved after a needs assessment was conducted in 1986, and approval was given by the Arizona State Community College board for Northland Pioneer College to grant a Certificate of Applied Science in Library/Media Technology and an Associate of Applied Science Degree in Library/Media Technology. The curriculum that was especially designed to meet rural needs is also discussed, with emphasis on:

(1) instructional arrangements for teaching the curriculum in widely-scattered areas; (2) the development of courses to meet special student and community needs; and (3) the offering of a one unit course for school librarians based on a national video conference for school library personnel. Future plans are also discussed, including innovative courses and the use of audio and video teleconference systems. (11 references) (CGD)

ED 305 107 JC 890 138

Head, Ronald B.
Minority Enrollment Report, Fall Semester 1988.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Jan 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; *Black Students; Community Colleges; Declining Enrollment; Enrollment Rate; *Enrollment Trends; Hispanic Americans; *Minority Groups; Pacific Americans; School Holding Power; Two Year Colleges; *Two Year College Students

Each year, Piedmont Virginia Community College (PVCC) examines longitudinal data on fall term minority enrollment to identify trends which may be of interest to those involved in planning student recruitment and retention activities. The findings of the 1988 study indicated that: (1) 468 minority students enrolled at PVCC during fall 1988, representing a loss of 16 students from fall 1987 but a steady percentage of 11.1% of the student body; (2) Blacks represented 9.1% of the student population and 81.2% of the minority student population; (3) of the remaining minority students, 46 were Asian or Pacific Islanders, 25 were Hispanic, and 7 were American Indians or Alaskan natives; (4) Black male enrollment declined by 16.1% between fall 1987 and fall 1988, while the number of Black females rose by 3.4%; (5) between fall 1987 and 1988, the percentage of new Black students fell by 15%; and (6) the percentage of Black students enrolled full time fell from 19.1% to 17.4%. These trends suggest PVCC is not recruiting and retaining as many Black students as it should, and must therefore reexamine its strategies and intensify its efforts to attract and retain minority students. (AJL)

ED 305 149 PS 017 864

King, Alison
Effects of a Metacognitive Strategy on High School Students' Comprehension of Lectures.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 9; High Schools; High School Students; *Learning Strategies; *Lecture Method; *Listening Comprehension; *Metacognition; *Questioning Techniques

In an effort to determine whether the metacognitive strategy of self-questioning enhances lecture comprehension, 56 Honors Program ninth graders in two sections of a freshman honors world history course were assigned to four conditions. Subjects: (1) were trained to pose questions for themselves during classroom lectures and to use their questions to engage in reciprocal peer-questioning and responding after lectures; (2) engaged in self-questioning during lectures and answered their own questions; (3) discussed lecture material in small cooperative groups; and (4) reviewed the lecture material independently. The fourth condition was the control condition. On post-practice and 10-day maintenance tests, participants in the self-questioning with reciprocal peer-questioning group and the self-questioning only group showed lecture comprehension superior to that of participants in the discussion and control groups. Results suggest that use of a self-questioning strategy can improve high school students' comprehension of lectures. Students can maintain this strategy when external prompts are removed. The metacognitive strategy can be readily taught to high school students and incorporated into their real-world classroom learning environment. A list of question stems and student-generated sample questions are provided. (Author/RH)

ED 305 163 PS 017 879

Feiring, Candice; Lewis, Michael

The Transition from Home to School in Children's Social Networks.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 89
NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; Early Childhood Education; Family (Sociological Unit); *Friendship; Individual Development; Longitudinal Studies; *Mothers; Peer Relationship; *Social Development; *Social Networks; *Young Children
IDENTIFIERS- *Transition to School

This study longitudinally examined attributes of children's social networks as they changed from the preschool period to middle childhood. The social networks of 75 middle class white children at 3, 6, and 9 years of age were assessed for daily contact and number of contacts with kin, nonkin, adults, peers, and same and opposite sex friends. Data from the Robert Wood Johnson Medical School Longitudinal Study were used for the assessment. The data allowed for description of quantitative and qualitative changes in the children's networks as the children, presumably, became increasingly capable of choosing their social network members within the constraints set by parents and society. Age changes in the network structure that reflected the transition from home to school were expected. Network changes were found to reflect various kinds of developmental functions. Some changes, such as the linear increase in the daily contact with peers, appeared to be gradual. Some changes, such as the shift to very little kin compared to nonkin contact, or the drop in number of opposite sex peers, appeared to occur between 3 and 6 years. Some changes, such as the increase in number of peers and in particular same-sex friends, showed the greatest shift at 9 years. The expectation that the major transition would occur when children between 3 and 6 years moved from home to school was only partially supported. (RH)

ED 305 177 PS 017 895

Beilin, Harry
Jean Piaget: The Old Theory and the New.
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Structures; *Individual Development; *Logic; *Piagetian Theory
IDENTIFIERS- *Equilibrium (Piaget); *Functionalism; Structuralism; Theory Development

When Piaget ascribed the origin of knowledge to action, he distanced his theory from most other theories of the origins of mind. As a result, Piaget's conception of mental action has been quite controversial. Piaget's recent, functionalist revisions emphasize procedures and their role in the development of structures. In the new view, structures have their origins in procedures, not simply in actions alone. When mental actions are defined as "signifying implications," they are logical. Though mental actions are not physical, they are also neither linguistic nor perceptual. Dissatisfied with the emphasis he had placed on truth-table extensional logics, Piaget later sought a new theory of meaning based on intensional logic, a logic entailing implications.

Piaget's discussion of protologics, the nascent logical forms that underlie sensorimotor activity, indicates that even though functions are emphasized, structures are not fully rejected. The nature of the logical system Piaget alludes to is based on implications and inferences, and the logic of meaning so elaborated is the preparation for operatory logic. Piaget's new functionalism also posits new sources of disequilibrium, emphasizes contradictions in cognitive systems, considers the role of negation in cognitive conflict, and offers revisions of the conception of equilibration and the vocabulary of Piagetian concepts. (RH)

ED 305 190 RC 016 985

Duck, Greg; And Others
Teaching in Rural and Isolated Areas of Queensland.
James Cook Univ. of North Queensland, Townsville (Australia).; Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0-7242-2815-2
PUB DATE- Jan 88
NOTE- 151p.; Appendix 1 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Mail Surveys; Parent Attitudes; Questionnaires; *Rural Education; Small Schools; *Teacher Attitudes; *Teacher Characteristics; Teacher Education; Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- *Australia (Queensland)

A 1985 mail survey of 97 rural schools and 53 coastal (urban/suburban) schools in Queensland, Australia, investigated teacher characteristics, problems, and needs. Respondents included 504 rural teachers, 215 rural parents, 405 coastal teachers, and 179 coastal parents. The results confirm many previous findings about teaching in rural Australia. Compared to coastal teachers, rural teachers were younger, less experienced, more mobile, and less satisfied with their teaching appointments. Greater proportions of rural teachers taught in multigrade classrooms and perceived their students to be poorly motivated and low achievers.

The difficulties of teaching and living in rural areas included inadequate knowledge of the local situation, inadequate resources, professional isolation, social and cultural isolation, being more in the public eye, and being expected to participate in community activities. Almost all respondents saw a need for special in-service and induction programs for rural teachers; about 25% of rural teachers felt that such programs currently available were not in touch with reality. This report contains 41 references and 80 data tables. Appendices include the questionnaires used, lists of participating schools, and 40 additional tables that break down rural teachers' responses by gender, marital status, primary versus secondary level, government versus private school, years in present school, and school size. (SV)

ED 305 259 SE 050 473

Gurney, Bruce

Constructivism and Professional Development: A Stereoscopic View.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 89
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Cognitive Development; Inservice Education; Instruction; Learning Strategies; Learning Theories; *Professional Development; Program Improvement; Science Instruction; *Science Teachers; *Secondary School Science; Teacher Effectiveness; Teaching Methods; Teaching Models; *Theory Practice Relationship
IDENTIFIERS- *Constructivism

This paper proposed to apply the perspective of constructivism to the classroom setting. Secondary science teachers and university personnel jointly developed and experimented with a variety of constructivist teaching strategies. Data were collected in the form of teacher anecdotes, audio and videotapes of lessons and student interviews, teacher developed instructional materials and student products, and were subsequently discussed and conceptualized by the joint investigators. This rather unique collaborative research

model effectively blurred the more typically distinct boundary between theory and practice seen in many other research methodologies. The blurrier the distinction between theory and practice, stereotypically assigned to researchers and practitioners respectively, the greater is the relevance one has to the other. Collaborative research involving school teachers and university personnel has great potential for mutual benefit as reported from the work of this project. (MVL)

ED 305 289 SO 019 757

Hamilton, Angela Blackston
The Electoral College: A Teaching/Learning Design.
PUB DATE- Sep 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elections; Grade 8; Instructional Materials; Junior High Schools; Learning Modules; Political Issues; *Presidential Campaigns (United States); Social Studies; Teacher Developed Materials; *United States History; Units of Study
IDENTIFIERS- *Electoral College

This teacher's guide describes a course unit on the electoral college designed to teach eighth grade students about the election process for the President of the United States. The historical significance of the electoral college, its procedures, and its relevance to today's political system are discussed. Ten lesson plans with student objectives, teaching strategies, and evaluation methods are provided. The guide also contains student exercises consisting of three word search puzzles, term definitions, a true and false examination, a crossword puzzle, and a final comprehensive examination. Answers are provided for all exercises. A 16-item bibliography is included. (DJC)

ED 304 937 FL 017 894

Gerzymisch-Arbogast, H.
The Concept of Interactive Business Competence in English and German.

PUB DATE- Apr 88
NOTE- 20p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Business English; *Communicative Competence (Languages); Comparative Analysis; Educational Objectives; Educational Strategies; Foreign Countries; *German; Higher Education; Intercultural Communication; *Languages for Special Purposes; Program Design; Second Language Instruction; *Teaching Methods
IDENTIFIERS- *West Germany

The status of different approaches to teaching business English in West Germany are explored, and it is concluded that business profiles, business situations, and the development of language skills must be considered in designing a business language course. The concept of interactive business competence in English and German as a basis for business language instruction is based on the understanding that language is a form of interaction transcending language skills, and that interactive language teaching needs to incorporate intercultural aspects into a situational approach. The perspective taken is that of a designer of business English instruction in Germany. It is concluded that: (1) business language courses should be oriented to the roles students will assume later in their jobs, (2) teaching methods should use a business-related situational approach emphasizing formal and informal communication, and (3) the overall goals of the programs should be to prepare students to interact competently in English in their roles as managers. (MSE)

ED 304 952   HE 021 816

Donald, Janet G.
Improving Postsecondary Instruction through Research. CSSHE Professional File. Number 3.
Canadian Society for the Study of Higher Education.
PUB DATE- 88
NOTE- 15p.; Abstract in French.
AVAILABLE FROM- Canadian Society for the Study of Higher Education, 151 Slater St., Ottawa, Ontario, K1P 5N1 ($3.00, prepaid).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; *Foreign Countries; *Instructional Improvement; Postsecondary Education; *Research Methodology; *Research Needs; *Research Utilization
IDENTIFIERS- Canada

The improvement of instructional methods or the solutions of problems of an instructional nature requires information that is not usually part of the Canadian common experience and must be discovered by means of research. Types of fundamental and applied research are discussed, including action, developmental, evaluation, and diagnostic research. The disciplines on which postsecondary educational research has relied are discussed, followed by descriptions of the following methodologies: descriptive, case and field studies; correlational designs; causal-comparative research or modus operandi designs; experimental research; and quasi-experimental designs. Areas of impact (student learning, instruction, and institution) and types of improvement (optimizing, facilitative, and remedial/quality control) are also discussed. It is concluded that the development of expertise in postsecondary instruction will require university support to motivate professors to improve their instruction; educational researchers to help them do it; funding to aid in the research; and a network to link researchers and research. Contains 33 references. (KM)

ED 305 037 IR 013 709

Cardelli, Luca; And Others
Modula-3 Report.
Digital Equipment Corp., Palo Alto, CA. Systems Research Center.
PUB DATE- 25 Aug 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Programing; *Programing Languages; *Specifications

Designed by the DEC Systems Research Center and the Olivetti Research Center, the programming language Modula-3 descends from Mesa, Modula-2, Cedar, and Module-2+, and resembles Object Pascal, Oberon, and Euclid. A notable feature of this language family is the use of modules to delineate the separation between the implementation and the use of interfaces; modules allow separate compilation without sacrificing the strong typechecking of languages like Pascal. Modula-3 supports object-oriented programming, garbage collection, exception handling, lightweight processes, and the isolation of unsafe features. It incorporates a new type system that is simpler, more uniform, and more powerful than those of its ancestors. An index and 13 references are included. (Author/EW)

ED 305 052 IR 013 728

Cohen, Linda
Government Research and Development Policy for Telecommunications.
PUB DATE- Oct 88
NOTE- 33p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Economics; *Federal Government; Federal Regulation; Models; *Public Policy; *Research and Development; *Telecommunications

IDENTIFIERS- *Political Economics

This paper investigates how recent changes in the telecommunications industry are likely to affect government research and development policies by analyzing how changes in the market structure--in particular, increased competition in the industry due to domestic deregulation and international competition--change the political economy of government research and development. The first of four major sections of the paper considers the research and development problem, presents statistics to provide a context for concerns relating to international competitiveness, and considers potential reasons for the underprovision of research in the telecommunications industry and for singling out telecommunications for special treatment by the federal government. The second section summarizes the theoretical issues that underpin the political economy analyses, and suggests that an important motivation for government actions in this area is based on the specific requirements of government, and hence differs from those of private, profit-maximizing firms. The third section applies these models and theoretical propositions to the problem of government research and development, drawing examples from a variety of federal programs. The fourth section turns to an application to the current telecommunications industry, and concludes by recommending places where federal intervention is likely to be valuable for enhancing research and development and innovation in the telecommunications industry. The text is supplemented by one table, and 23 references are provided. (EW)

Morrison, James L.; Held, William G.
Developing Environmental Scanning/Forecasting Systems To Augment Community College Planning.
PUB DATE- 18 Nov 88
NOTE- 15p.; Paper summarizing a session conducted at the Annual Meeting of the Virginia Community Colleges Association (Williamsburg, VA, November 18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Environment; *College Planning; Community Colleges; *Futures (of Society); *Long Range Planning; Policy Formation; *Prediction; *Trend Analysis; Two Year Colleges; Workshops
IDENTIFIERS- *Environmental Scanning

A description is provided of a conference session that was conducted to explore the structure and function of an environmental scanning/forecasting system that could be used in a community college to facilitate planning. Introductory comments argue that a college that establishes an environmental scanning and forecasting system is able to identify trends and events that, when forecasted, present both threats and opportunities to the college. Basic concepts and terms are defined next, including "environmental scanning," "trend," "event," and "emerging issues." Next, results are provided from the portion of the session in which participants acted as a planning team conducting an external analysis of Virginia community colleges. These results include lists of the social, technological, economic, and political trends that define the context in which the colleges will function in the coming decade, and lists of particular events, which if they occurred, would affect these trends or the colleges directly. The remainder of the paper provides a brief discussion of the establishment of an environmental scanning/forecasting system at a community college, focusing on the collection and dissemination of environmental information, the determination of key administrators' perceptions of important trends and events, the development of alternative scenarios of possible futures, the analysis of policies, and the development of action plans. Concluding comments emphasize the purpose of environmental scanning. (AJL)

ED 305 135　　　　PS 017 794

Derman-Sparks, Louise; And Others
Anti-Bias Curriculum: Tools for Empowering Young Children.
National Association for the Education of Young Children, Washington, D.C.
REPORT NO.- ISBN-0-935989-20-X
PUB DATE- 89
NOTE- 161p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 ($7.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; *Bias; Childhood Attitudes; Curriculum Guides; Day Care; Early Childhood Education; Guidelines; Kindergarten; *Learning Activities; Preschool Education; *Program Implementation; *Social Development; *Stereotypes; Teaching Methods; *Young Children
IDENTIFIERS- *Anti Bias Curriculum

Young children are aware that color, language, gender, and physical ability are connected to privilege and power. Racism and sexism have a profound influence on children's developing sense of self and others. This book on the creation of anti-bias curriculum can be used to help young children develop anti-bias attitudes, learn to think critically, and speak up when they believe something is unfair. The term "anti-bias" is used to denote an active approach to challenging prejudice, stereotyping, bias, and the "isms." The 12 chapters of this book provide a rationale for an anti-bias curriculum, and discuss: (1) creating an anti-bias environment; (2) working with 2-year-old children; (3) learning about racial differences and similarities; (4) learning about disabilities; (5) learning about gender identity; (6) learning about cultural differences and similarities; (7) learning to resist stereotyping and discriminatory behavior; (8) using activism with young children; (9) using holiday activities in an anti-bias curriculum; (10) working with parents. A self-education guide to starting an anti-bias curriculum is provided. Also provided are several lists of resources; a worksheet on stereotypes; a list of 10 quick ways to analyze children's books for sexism for racism; and a sample persona doll story. (RH)

ED 305 274 SO 019 593

Christie, Daniel J.; Hanley, C. Patricia
The Psychological Impact of an Educational Unit about Conflict and Nuclear War on Adolescents.
SPONS. AGENCY- Ohio State Dept. of Health, Columbus.
PUB DATE- 88
NOTE- 37p.
GRANT- OSURF-718265
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict; *Fear; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Nuclear Warfare; Peace;

*Preadolescents; Pretests Posttests; Research Projects; Social Studies; Units of Study
IDENTIFIERS- *CHOICES (Program); Nuclear Education; *Psychological Influences

The purpose of this study was to clarify the psychological impact of nuclear issues education on preadolescents in order to obtain data that might be useful in developing public policy concerning the role of nuclear issues education. Teachers presented "Choices," an educational unit on nuclear war and conflict, to sixth, seventh, and eighth grade students, and the effects of the unit on both teachers and students were evaluated with pre- and post-tests. "Choices" was developed to help students understand the power of nuclear weapons, the consequences of their use, and options available to resolve conflict among nations by methods other than nuclear war. The program's purpose is to equip students with the skills and knowledge needed to understand that there are choices are available for achieving world peace. This paper describes the study's methods, procedures, and results. The findings indicated that use of "Choices" tended to reduce teachers and students' fears and sense of futurelessness and powerlessness and increase their optimism about the possibility of preventing nuclear war. Both students and teachers moved toward the political left in that they showed an increased understanding of other countries' viewpoints and favored a policy of freezing, reducing, or eliminating nuclear weapons. Fifty-five references are included. (Author/JHP)

ED 305 321 SO 019 817

Lessons in Law for Middle Grades: Grade Seven.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.

SPONS. AGENCY- North Carolina Governor's Crime Commission, Raleigh.

PUB DATE- 88

NOTE- 64p.; For other booklets in this series, see SO 019 769 and SO 019 814-816. Some materials are printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Curriculum Enrichment; Foreign Countries; *Foreign Culture; Grade 7; Instructional Materials; Junior High Schools; Justice; *Law Related Education; Legal Responsibility; Resource Units; Social Studies; State Curriculum Guides; Teacher Developed Materials

IDENTIFIERS- Authority; *North Carolina

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina social studies state curriculum, and the materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade seven contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and seven teacher developed lessons that focus on foreign affairs and cultures. A legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and a culmination activity are outlined for each of the seven lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

ED 304 981 HE 022 284

Gallin, Alice, Ed.; Gallagher, Paul J., Ed.
Current Issues in Catholic Higher Education: Educating toward the Future. Volume 9, Number 2.

Association of Catholic Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-1-55833-026-7
PUB DATE- 89
NOTE- 33p.
AVAILABLE FROM- Association of Catholic Colleges and Universities, Suite 650, One Dupont Circle, Washington, DC 20036 ($5.00 each 1-9 copies, prepaid; $4.50 each ten or more copies, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Church Related Colleges; College Programs; College Students; Higher Education; *Hispanic Americans; Mexican Americans; *Minority Groups; *Student Recruitment
IDENTIFIERS- Barry University FL; Notre Dame College OH; Regis College MA

The following articles are presented: (1) "Introduction"--background regarding the Catholic Church's response to the educational needs of the Hispanic population (Paul J. Gallagher); (2) "Hispanics and the Neylan Colleges: The Potential and the Challenge" (Jane Forni); (3) "Minority Recruitment: Good Sense, Not Good Deeds" (Louis J. Agnese); (4) "The Hispanic Association of Colleges and Universities: A New Force" (Antonio Rigual); (5) "An Enabling Education: A Catholic College Contribution" (Kathleen Kelly); (6) "The Hispanic Program at Notre Dame College of Ohio" (Mary LeRoy); (7) "Minority Education at Barry University" (John Karen Frei); (8) "An Early College Awareness Program at Regis College" (Leona McCaughey-Oreszak); and (9) "NIMH (National Institutes of Mental Health) Program for Hispanics Celebrates 11th Anniversary" (Lloyd H. Rogler). (KM)

ED 305 009 HE 022 328

Mingle, James R.
Effective Coordination of Higher Education: What Is It? Why It It So Difficult To Achieve? Issues in Higher Education, No. 23.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 9p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, GA 30318-5790.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; *Agency Cooperation; Budgeting; *College Administration; College Planning; *Coordination; *Governance; Higher Education; Postsecondary Education; *State Boards of Education; *State Colleges; State Legislation

Sources of the concern about the coordination of higher education are examined, and solutions to achieve the elusive goal of "effective coordination" are suggested. The following topics are discussed: (1) "Why State Higher Education Boards: How Have They Changed?"; (2) "What Are the Different Types of State Higher Education Boards?" (advisory coordinating boards, regulatory coordinating boards, and consolidated governing boards); (3) "Discontent with the System" (conflicts among regions within states, not enough differences in the missions of senior colleges, unnecessary duplication, unmet state needs, failure to fund quality, and bureaucratic roadblocks); (4) "Limitations of Today's State Boards" (lack of delegation of authority, staffing, and limited authority); (5) "Governance Proposals" (consolidated boards and centralization); (6) "Effective Coordination: What Is It?" (legislative mandate, authorities and function, planning, budget review, program review and institutional licensure, and policy analysis); and (7) "The Importance of Focus and Process." (KM)

ED 305 023 HE 022 352

Selected Data on Historically Black Colleges Academic Year 1987.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
PUB DATE- Jan 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; *College Students; *Educational Finance; *Engineering Education; Enrollment; Expenditures; Federal Aid; Females; Financial Support; Full Time Students; Graduate Students; Higher Education; Part Time Students; *Research and Development; *Science Education

Data on 102 historically black colleges and universities (HBCUs) collected through three annual surveys of academic science and engineering (S/E) resources are presented. Twenty-three tables are derived from: the Survey of Scientific and Engineering Expenditures at Universities and Colleges (tables 1-4); the Survey of Federal Support to Universities, Colleges, and Nonprofit Institutions (tables 5-10); and the Survey of Graduate Science and Engineering Students and Postdoctorates (tables 11-23). The tables include the following: total and federally financed research and development expenditures at HBCUs fiscal years 1984-87; federal obligations to HBCUs ranked in descending order of total amount received fiscal year 1987; S/E graduate students in HBCUs by field, type of control, and enrollment status 1987; full-time S/E graduate students in HBCUs by field type and major support 1987; male and female S/E graduate students in HBCUs by field 1980-87; graduate S/E enrollment in HBCUs by field 1987; full- and part-time S/E graduate students in HBCUs by field 1980-87; and summary of responses from all departments at all HBCUs fall 1987. (SM)

Calabrese, Alice; And Others
A Functional Plan for an Illinois Library Telecommunications Network. The Final Report.
Northern Illinois Learning Resources Cooperative.
SPONS. AGENCY- Illinois State Library, Springfield.
PUB DATE- Aug 88
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Consortia; Grants; Higher Education; *Library Networks; *Library Planning; *Needs Assessment; Public Libraries; School Libraries; Special Libraries; State Libraries; Statewide Planning; *Systems Analysis; *Telecommunications
IDENTIFIERS- *Library Services and Construction Act

This final report describes the plan developed by the Northern Illinois Learning Resources Cooperative, a consortium of 44 community colleges and other academic institutions, which was awarded a Library Services and Construction Act (LSCA) Title III planning grant to research the requirements for a statewide electronic network that would provide for the transmission of high-quality voice, data, and video signals among public, academic, school, and special libraries. The consortium was also charged with recommending the most cost-effective and efficient way to implement such a network. The report covers the following topics: (1) the purposes of the grant; (2) the methodology and goals of the study; (3) the process and results (concerns and services) of a needs assessment; (4) the current library and education telecommunications environment (voice, data, video, and integrated networks in the state) and selected statewide or integrated networks outside the state; (5) trends in library services and telecommunications technology; and (6) functional design criteria, including the purpose and functions of a state library telecommunications network, functional design requirements, and network strategies. Alternatives for meeting telecommunications needs for the next 5-10 years are also presented, together with recommendations for the development of a library telecommunications network, a management action plan for implementing the recommendations, and projected target dates. Additional information about the study is appended (including maps and descriptions of several proposed or actual networks) and a glossary is provided. (53 references) (CGD)

ED 305 245 SE 050 442

A Guide to Curriculum Planning in Technology Education.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- BUL-8330
PUB DATE- 88
NOTE- 192p.; Photographs may not reproduce well.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Curriculum Guides; Elementary Secondary Education; Higher Education; Science Careers; *Science Curriculum; *Science Programs; Scientific Personnel; *Secondary School Science; *Technical Education; Technical Occupations; *Technological Literacy; Two Year Colleges
IDENTIFIERS- *Wisconsin

This guide is designed to be used by local curriculum planners and technology education teachers responsible for the development, implementation, and evaluation of a technology education program. It offers recommendations that reflect the thinking of technology education leaders in Wisconsin and across the nation. The guide is intended to provide a framework for the development of a comprehensive technology education program, not simply a sequence of courses in a single system. The guide is based on a balanced treatment of the four major systems of technology: communications, construction, manufacturing, and transportation. The guide provides a strategy for early introduction of broad concepts of technology, followed by increasingly more narrow and focused instruction in specific technological systems, a curricular design that culminates with occupational preparation strands for upper level courses. Chapters include: (1) "Philosophy and Framework"; (2) "A Planning Process"; (3) "Influences on Curriculum"; (4) "Curriculum Development"; (5) "Content Development"; (6) "Delivery Systems"; and (7) "Resources and References." Appendices describe student outreach, taxonomies for the four systems, standards, and sample forms. A content display chart depicting the organization of technology education is provided. (YP)

ED 305 290 SO 019 758

Chen, Jeaw Mei; Lin, Phylis Lan
American College Students' Attitudes toward Rape Victims and Beliefs in a Just World.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; College Students; *Rape; Sex Bias; *Sex Differences; Sex Stereotypes; Social Attitudes; Social Bias; Social Cognition; *Student Attitudes; *Victims of Crime
IDENTIFIERS- Indiana; *Just World Scale (Rubin and Peplau); *Sex Role Stereotype Scale (Burt)

Two hundred sixty-six college students from four Indiana colleges and universities completed a series of surveys to determine gender differences in attitudes toward rape victims. The instruments adapted and used included the Rubin and Peplau Just World Scale (JWS), the Burt Sex Role Stereotype Scale, the Attitudes Toward Rape Victims Scale (ATRVS) developed by Chinese college students in Taiwan, and an attrition scale. A literature review examines attitudes toward rape victims and rapists. Each survey instrument is then described, and the results are given by individual scale. A close look at the itemized JWS reveals that only three items showed significant gender differences and, overall, males believed in a "just" world. Significant gender differences appear on the SRSS with males more accepting of sex role stereotyping. The ATRVS indicated that females are more accepting of rape victims. Almost one-half (49.6%) of the students responding on the attrition scale believe that rape victims were "too trusting in people" as a major cause of rape, while one-fourth believe that behavior was another major cause. The instruments are also reviewed for correlations. Six tables and a 49-item bibliography are included. (DJC)

ED 305 306 SO 019 791

Niu, Sarah, Comp.
U.S. Trade Policy: A Selective Bibliography. Bibliography Series Twenty.
California Polytechnic State Univ., San Luis Obispo. Robert E. Kennedy Library.
PUB DATE- 88
NOTE- 34p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Exports; *Federal Legislation; *Government Publications; Imports; *International Trade
IDENTIFIERS- Reagan Administration

In February 1987, President Ronald Reagan proposed legislation to improve U.S. international trade in order to decrease the trade deficits. This legislative proposal would: (1) renew authority for negotiating agreements to remove trade barriers; (2) reduce self-imposed export barriers; (3) improve existing U.S. trade remedy laws; (4) overhaul programs to benefit workers affected by imports; and (5) amend U.S. regulations and laws to promote international competition. This selected bibliography from Robert E. Kennedy Library (San Luis Obispo, California) lists U.S. government publications available about this legislation. The 252 citations are divided under nine headings that include: (1) background; (2) General Agreement on Tariff and Trade; (3) agricultural trade; (4) trade in service; (5) trade and less developed countries; (6) Generalized System of Preference; (7) protectionism and unfair practice; (8) high tech trade and national security; and (9) current legislations. A subject index is included. (DJC)

ED 304 967 HE 022 270

Murphy, Mary Kay, Ed.
Cultivating Foundation Support for Education.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-263-2
PUB DATE- 89
NOTE- 211p.
AVAILABLE FROM- Council for Advancement and Support of Education Publications, 80 S. Early St., Alexandria, VA 22304 (Book No. 29801, $26.50 members, $34.50 non-members, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Black Colleges; Donors; Ethics; *Fund Raising; *Grants; *Grantsmanship; Higher Education; *Philanthropic Foundations; *Private Financial Support; Program Proposals; Research Universities

The process of acquiring financial support from private foundations is discussed in 26 essays, divided into five categories (Targeting the Foundation Market; Getting Started: Tools of the Trade; The Process of Foundation Fund Raising; The Grant Maker's Perspective; and Focused Programs and Foundation Support). A prologue, "Ethics and Foundation Fund Raising: The Search for Moral Standards" (James A. Donahue), is followed by essays: "Foundations as Part of an Overall Fund-Raising Program" (Elizabeth Boris); "It's a Jungle in Here!" (M. Joseph Roberson); "Managing for Results: Tools to Target and Refine a Foundation Relations Program" (Arthur Caccese); "Does Your Institution Need a Foundation Program?" (G. William Joyner, Jr.); "Understanding Power Structures" (James A. Crupi and Stewart Lytle); "Research as the Keystone for Foundation Fund Raising" (Linda Williams); "Reach Out and Touch Someone: Use Your Telephone for Grant Seeking" (Mary Kay Murphy); "The Winning Strategy: Plan and Cultivate before Writing Unsolicited Proposals" (Sandra A. Glass); "From Prospect Research to Foundation Grant" (Murphy); "Planned Obsolescence: The Path to Successful Foundation Relations" (Kenneth Spritz); "The Faculty and the President: Vital Resources in Grant Seeking" (Linda Hayes Gerber); "Writing the Proposal" (Murphy); "Small Can Be Beautiful: How to Win Grants from Regional, Community and Family Foundations" (Betsy van Patten); "Positioning the Private Research University for Foundation Grants" (Deborah W. Callard); "Making Foundation Calls Effective" (Craig Kennedy); "Networking: Relationships among Foundations" (Sandra A. Glass); "From the Other Side of the Desk: Characteristics of a Successful Application" (Alfred H. Taylor, Jr.); "Community Foundations: Expanding Sources of Local Philanthropy" (Alicia Philipp); "Grant Accountability and Long-Term Relationships with Foundations" (Richard R. Johnson); "Smoothing the Process between Grant Seeking and Grant Making" (Joel J. Orosz and Peter R. Ellis); "The Foundation Program: In and Out of a Capital Campaign" (W. Charles Witzleben); "Special Issues for Independent Schools Seeking Foundation Support" (Virginia D. Howard); "Fund Raising at Historically Black Colleges: Diversity Endangered" (Donald L. Hense); "Private Foundation Support for Public Colleges and Universities" (Bradford Choate); and the epilogue, "Career Development for the Foundation Relations Professional" (Rita Bornstein). Contains 52 references, from a bibliography by Bobbie J. Strand and Susan Hunt. (KM)

Schwartz, Ed
Using Interactive Laserdiscs: Inexpensive Teaching Tools for the Classroom.
PUB DATE- 87
NOTE- 13p.; Paper presented at the National School Boards Association Meeting (Dallas, TX, November 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; Group Instruction; Higher Education; *Indexes; Individualized Instruction; *Interactive Video; Microcomputers; *Music Education; *Teaching Methods; *Videodisks

Educational videodiscs can provide effective instruction, but the cost of hardware needed to perform the desired system functions have been a limiting factor in videodisc use in the classroom. However, many videodisc applications can be adequately and effectively approached with much less than the ideal system, and very little attention has been given to maintaining an effective, inexpensive system. A basic level 1 system--consisting of a videodisc player with a handset for interaction and a standard television monitor--can be extremely effective when coupled with a well conceived lesson. For example, a videodisc of the opera "La Boheme" is available that can be used with an index developed by the University of Delaware to introduce students to the musical concepts in the score. While this interaction can be accomplished without computer control, it can also be easily upgraded to a level 3 system with computer control. The University of Maine has also developed study guides to accompany the compact disc of an orchestral work, Tchaikovsky's "Romeo and Juliet." An index provides a list of significant locations than can be randomly accessed by the videodisc player as well as identifying main themes and many other musical events. Again, the index information can be used to create a lesson without the use of a computer, or can be easily upgraded to use a level 3 system with a computer. Two equipment references and eight journal articles are listed. (EW)

ED 305 081 IR 052 693

Schneider, Marcia
Book Buddies. Volunteers Bring Stories to San Francisco's Hospitalized Children.
San Francisco Public Library, CA.
SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- Sep 87
NOTE- 340p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grants; *Hospitalized Children; Hospital Libraries; *Library Services; *Outreach Programs; *Pediatrics; *Public Libraries; *Reading Aloud to Others; Volunteers

This report describes Book Buddies, a volunteer-based outreach project of the San Francisco Public Library, whose goal is to provide reading services and to promote reading aloud to children and their families in San Francisco hospitals and pediatric clinics. The introduction chronicles the need for such a program; offers background information on the San Francisco Public Library's involvement with hospitals; describes steps taken to set up Book Buddies; and outlines six project objectives. Various facets of the program are then discussed: (1) the implementation of the project; (2) recruitment and training of volunteers to read and tell stories to hospitalized children; (3) the introduction of Dial-a-Story lines in Spanish and Cantonese; (4) the publication of a newsletter as a vehicle of communication among those involved in the project; (5) the evaluation of the program; and (6) the continuation of funding beyond the grant period. Recommendations for setting up similar programs, particularly for other libraries and communities that wish to commit themselves to serving the needs of hospitalized children and their families, conclude the report. The appendixes,

which make up the major part of this document, contain sample materials used by the project, including copies of the newsletter, bibliographies, correspondence, forms for evaluating volunteer training, and the "Book Buddies Volunteer Handbook." (CGD)

ED 305 094 JC 890 106

Wilbur, Leslie; Sheldon, M. Stephen
What Price Local Control? California Community College Trustees Report Number Two.
PUB DATE- 15 Feb 88
NOTE- 17p.; For other reports in this series, see ED 278 446 and JC 890 107.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Collective Bargaining; *Community Colleges; *Educational Finance; Elections; *Expenditures; *Governing Boards; Insurance; Questionnaires; Salaries; School District Autonomy; *School District Spending; State Surveys; *Trustees; Two Year Colleges
IDENTIFIERS- *California

A study was conducted to determine the costs associated with the board of trustees of California's community college districts during the 1985-86 academic year. Questionnaires were mailed to the chief executive officer at each district, requesting information on the total district budget, fees or salaries paid to trustees, insurance costs, funding for conference attendance and travel to meetings, costs of employees assigned to trustees, amount spent on the election of trustees, and collective bargaining reimbursement. Survey findings, based on responses from 67 of 70 districts, included the following: (1) 52.5% of the districts had 7-member boards, and 47.8% had 5-member boards; (2) 28.4% of the districts paid their trustees no salary; (3) the 67 districts paid a total of $712,000 to their trustees in 1985-86, with the average board receiving $10,627; (4) the districts paid a total of $526,000 in trustees' conference expenses; (5) the total amount spent for secretarial and other support for trustees was $795,000; (6) the total amount spent for trustee elections from January 1, 1980 through the 1985-86 academic year was $15,804,000; (7) the total amount spent on collective bargaining during the same period was $11,335,000; and (8) board elections and contract negotiations made up over 50% of the total trustee-related expenses of the districts. (AAC)

ED 305 108 JC 890 139

Towards 2000: A Long-Range Plan for the Community Colleges of Connecticut.
Connecticut State Board of Trustees for Regional Community Colleges, Hartford.
PUB DATE- Feb 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *College Role; *Community Colleges; Educational Finance; Educational Needs; Educational Objectives; Educational Policy; Enrollment; Futures (of Society); Institutional Advancement; *Long Range Planning; Minority Groups; *Organizational Objectives; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Connecticut

This long-range plan was developed to guide the efforts of the community colleges of Connecticut to evaluate and, where necessary, improve the quality of its services in anticipation of coming changes in the economy, the work force, and the student population. Introductory sections describe the purpose of the plan, assert board support, and delineate the mission of the community college system to provide instruction, conduct research, and provide community service, citing relevant sections of the authorizing legislation. Next, a list of planning assumptions is provided, addressing economic, demographic, political/regulatory, and technological issues and relationships with other agencies. The final section presents a series of goals, with related objectives and indicators of progress concerned with: (1) the maintenance of educational excellence; (2) the assurance of access to education for minority, non-English speaking, and poor students and mothers of young children; (3) the provision of curricula and programs that are flexible and responsive to community needs; (4) the assurance of adequate fiscal support for the state system and the colleges' effective use of resources; and (5) the enhancement of public awareness of the community colleges. Appendixes provide scope and role statements for each campus in the system; fall 1988 enrollment statistics; fall 1987 and 1988 headcount and full-time equivalent enrollment by college; a systemwide enrollment history for 1981 through 1988; fall 1988 student age, gender, and ethnic distributions; and information on minority and program enrollments. (AAC)

ED 305 150 PS 017 865

School Success for Students at Risk: Analysis and Recommendations of the Council of Chief State School Officers.

Council of Chief State School Officers, Washington, D.C.

SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.; Carnegie Corp. of New York, N.Y.; EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.
REPORT NO.- ISBN-0-15-306990-2
PUB DATE- 88
NOTE- 348p.; A product of the CCSSO Summer Institute (Whitefish, MT, August 1987).
AVAILABLE FROM- Harcourt Brace Jovanovich, Inc., School Department, National Customer Service Center, Dowden Road, Orlando, FL 32887 ($11.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Acceleration (Education); Community Support; Disadvantaged Youth; *Educational Improvement; Educational Practices; Elementary Secondary Education; Employment Opportunities; *Equal Education; Government Role; *High Risk Students; Institutes (Training Programs); Limited English Speaking; Models; *Poverty; Pregnant Students; Prevention; Program Development; Public Schools; *School Effectiveness; State Legislation
IDENTIFIERS- *School Culture

Examined in this book are issues related to the education of at-risk children and youth. Part 1 of the volume consists of 12 original papers presented and discussed at the Council of Chief State School Officers' (CCSSO) 1987 Summer Institute. Papers concern: (1) values, standards, and climate in schools serving students at risk; (2) schools and poor communities; (3) race, income, and educational inequality; (4) why effective schools rarely exist for at-risk elementary school and adolescent students; (5) contexts that constrict and construct the lives and minds of public school adolescents; (6) educational challenges and opportunities in serving limited-English-proficient students; (7) achievement for at-risk students; (8) productive educational practices for at-risk youth; (9) public support for successful instructional practices for at-risk students; (10) accelerating elementary education for disadvantaged students; (11) adolescent pregnancy prevention; and (12) building a network of opportunity for the majority of youth through a public/private careers service. A summary and discussion of the institute concludes this part; part 2 contains the Council's recommendations for action, policy statement, analysis of goals and activities to be pursued by the Chief State School Officers, and a model state statute to provide educational entitlements for at-risk students. (RH)

ED 305 164 PS 017 880

Cillessen, Toon; Ferguson, Tamara J.
Aggression and Liking in Same-Status versus Different-Status Groups.
SPONS. AGENCY- Netherlands Organization for Scientific Research.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- 560-263-013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Antisocial Behavior; Elementary School Students; Foreign Countries; Grade 1; Group Dynamics; Heterogeneous Grouping; *Homogeneous Grouping; Kindergarten Children; Longitudinal Studies; Popularity; Primary Education; *Rejection (Psychology); Videotape Recordings
IDENTIFIERS- *Netherlands; Sociometric Status; Triadic Interaction Analysis

Research questions addressed were: (1) Do homogeneous rejected groups of children score higher on antisocial behavior and aggression than mixed-status groups? (2) Are rejected children less antisocial and aggressive when playing with same-status peers than with other-status peers? (3) Are rejected children as disliked for being aggressive in homogeneous rejected groups as in mixed-status groups? Two waves of data collection each consisted of a sociometric screening phase and a play sessions phase. Based on sociometric scores in Wave I, 114 kindergarten and 117 first-grade boys were selected to participate in four play sessions in triads, creating a total sample of 231 boys and 77 triads. Triads were either homogeneous rejected, heterogeneous or mixed, or homogeneous popular. In Wave II, a year after Wave I, the selected boys' status was determined in their new classes, and 70 of the original 77 triads participated in four play sessions. Each session consisted of a cooperative, a competitive, and an unstructured game. All sessions were videotaped and coded for social behavior. In individual interviews, boys evaluated their own and their play partners' social behaviors. Three sets of analyses were performed using adult ratings of antisocial behavior, objective codings of aggressive acts, and post-play peer ratings for liking versus disliking. Results are discussed and tables and figures are attached. (RH)

ED 305 178 PS 017 900

Claus, Richard N.; Quimper, Barry E.

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1988-89.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Apr 89
NOTE- 39p.; For related document, see PS 017 904.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Environment; Cognitive Development; Formative Evaluation; *High Risk Persons; Language Acquisition; Parent Education; Parent Participation; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; Psychomotor Skills; Public Schools
IDENTIFIERS- *Michigan Early Childhood Educ Preschool Program; Program Characteristics

Begun in December, 1988, the Michigan Early Childhood Education Preschool (MECEP) program for high-risk 4-year-old children was serving 136 pupils by February, 1989. A process evaluation focused on cognitive, psychomotor, parent participation, education, and language development objectives and on the scheduling of class activities. The evaluation was conducted at five sites. Classroom observation revealed that: (1) except for grouping and regrouping, activities to meet daily objectives were being conducted; (2) a record of parent participation was maintained at all sites; (3) labels were posted on objects throughout classrooms to assist children's word recognition; (4) language-related displays, such as lists, recipes, and experience stories, were readily apparent in each classroom; (5) teachers varied greatly in their employment of language production and enhancement techniques; (6) a review of pat phrases used by teachers revealed that affective as well as cognitive and psychomotor activities were taking place; and (7) there was a wide variation in methods used to schedule center-to-center free play. It was concluded that even though improvements were needed, the program was operating as planned. Recommendations for program improvement are listed. The appendices provide checklists of at-risk factors, program components and objectives, and activity and language observation. (RH)

ED 305 191 RC 016 992

Collins, Timothy
Divided We Fall: A Comparison of Appalachian Kentucky and Statewide Industrial Development Patterns. ASPI Research Series.
Appalachia--Science in the Public Interest, Livingston, KY.
PUB DATE- 87
NOTE- 140p.; Some maps may not reproduce well due to blurred, broken, or light type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Change; Economic Development; Economic Factors; Economic Opportunities; Industry; Regional Planning; Rural Areas; *Rural Development; *Rural Economics; Rural Urban Differences
IDENTIFIERS- Appalachia; *Kentucky

This report surveys data from various Kentucky state government agencies and provides an assessment of economic problems in Kentucky's Appalachian region. A profile of the region and overview of the effectiveness of implemented programs are presented. Interviews with Area Development District Directors show a concern for the image of Appalachia. The data indicate that Kentucky has a division in its economic structure, where prosperity and high employment are primarily concentrated in certain metropolitan centers such as the Louisville-Covington-Newport area in the north-central part of the state. The western counties also have problems, but none as serious as those in the eastern Appalachian counties, which are in critical economic condition. The report raises the question, "Is there a more equitable way to distribute Kentucky's tremendous wealth?" This report and accompanying data may be useful to educational planners and policymakers in assessing training needs and economic trends that affect education. Suggestions for additional research to address the issue are listed. This report contains six tables and seven indices that list data relating to income, employment, and trends for Area Development Districts and individual counties. (ALL)

ED 305 204 RC 017 017

Clewell, Beatriz Chu; Joy, Myra Ficklen
The National Hispanic Scholar Awards Program. A Descriptive Analysis of High-Achieving Hispanic Students.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- CEEB-88-10; ETS-RR-56
PUB DATE- 88
NOTE- 80p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement; *College Freshmen; Educational Attainment; *High Achievement; Higher Education; *Hispanic Americans; Mail Surveys; Mexican Americans; Minority Groups; Puerto Ricans; Questionnaires; Scholarships; *Success
IDENTIFIERS- *National Hispanic Scholar Awards Program; Student Descriptive Questionnaire

In 1984, a study was conducted to assess the degree to which the goals of the National Hispanic Scholar Awards Program were being met. The purposes of the study were to: (1) describe the pool of applicants in 1983-84, the program's first year, and compare Hispanic Scholars (winners) with Hispanic Honorable Mentions (awardees) and Semifinalists who did not receive an award; (2) examine the characteristics of high-achieving Hispanic students; and (3) isolate the factors associated with success in college. Data on 1,297 of the 1,479 students eligible to apply for the awards program from the Student Descriptive Questionnaire (SDQ), were used. In addition, a 12-page student survey was sent to all 750 program applicants to collect information on the applicants' academic and educational background, English language use, and experiences during the freshman year in college. Five hundred and thirty-one applicants responded. In 1983-84 eligibility for participation in the awards program was limited to Mexican American and Puerto Ricans since these were the only two categories used on the PSAT/NMSQT to identify students as Hispanic. High achieving Hispanics received good academic preparation in high school, had GPAs and SAT scores substantially above the mean for either White or Hispanic SAT-takers, and were well integrated into their high schools. These students attended selective four-year colleges and lived on campus. Most majored in physical science and related areas. During their freshman year, these students encountered few problems, performed well academically, and were active in extracurricular activities. Suggestions to expand the opportunities for success in higher education to the majority of Hispanics who do not possess the characteristics or experiences of the sample group are given. This document contains 50 references and 74 tables. Appendices include a comparison of mainland and commonwealth Puerto Ricans, the selection process for the National Hispanic Scholar Awards Program, and the student questionnaire used in the study. (ALL)

SE

ED 305 217 SE 050 307

Greig, Judith Maxwell
Imre Lakatos's Use of Dialogue.
PUB DATE- 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Mathematics; *Dialogs (Literary); *Epistemology; Higher Education; *Mathematical Logic; Mathematicians; Mathematics Education; *Mathematics Instruction; *Philosophy; *Proof (Mathematics)
IDENTIFIERS- *Lakatos (Imre)

This paper uses a book, "Proofs and Refutations: The Logic of Mathematical Discovery," as an example of Lakatos's use of dialogue. The book was originally adapted from his dissertation and influenced by Polya and Popper. His discussion of the Euler conjecture is summarized. Three purposes for choosing the dialogue form for the book were that it helped to achieve the polemical intent, that it accurately reflected the role of criticism in the growth of knowledge, and that it modeled how mathematics education might be conducted. One disadvantage of the writing style is that the book evokes an emotional reaction from readers, such as delight or disgust. Another disadvantage is that the dialogue itself often veils Lakatos's own position. (YP)

ED 305 231 SE 050 409

Bentley, Di, Comp.
Better Science: Health and Science Education. Curriculum Guide 9.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 67p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Health Education; Instructional Development; Instructional Improvement; *Interdisciplinary Approach; *Science Curriculum; Science Departments; *Science Education; Science Instruction; Science Teachers; *Secondary School Science
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. This guide covers some basic questions about health education as viewed by science teachers, gives suggestions and recommendations for how science teachers might plan their contribution to health education, provides examples of teaching approaches and materials which science teachers can use to enhance their science teaching in a health context, and uses a number of case studies to demonstrate how science teachers working with the committee have implemented many of the suggestions and recommendations. The contents of this guide include an introduction, a list of readings, references, and nine sections entitled: (1) "What Do We Mean By Health?"; (2) "From Health to Health Education"; (3) "Health and Science Education--What Do We Teach?"; (4) "Where Does Health Education Take Place?"; (5) "Who Teaches Health Education?"; (6) "What Methods Do Teachers Use?"; (7) "Assessment in Health Education"; (8) "School Assessment: What Does the Review Have to Offer?"; and (9) "Aspects of Evaluation of Health Education." (RT)

ED 305 260 SE 050 474

Kinnear, Judith; Martin, Marjory

Problem Solving in a Computer-Based Setting with Verbal to Visual Recoding of Given Data.

PUB DATE- 89
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *College Science; *Computer Oriented Programs; Computer Uses in Education; *Encoding (Psychology); Evaluative Thinking; *Genetics; Higher Education; *Problem Solving; Science Instruction; Teaching Methods; Verbal Communication; Verbal Stimuli; Visual Learning

One aim of this study was to identify, in a group of unsuccessful college level problem solvers, the status and use of their declarative knowledge as revealed by students' attempts to solve novel problems in a pencil-and-paper setting. It was hypothesized that for some unsuccessful problem solvers, their problem representation could be improved by structuring the process of problem solving to prevent premature implementation of procedures before the problem had been understood. A second aim of the study was to elucidate the performance of unsuccessful problem solvers attempting novel problems in a computer-based environment that imposed a structure on problem solving and provided feedback during the process of problem solving. It was hypothesized that obligate translation of given data should facilitate the disembedding and elaboration of relevant information from a problem statement, and so enhance a student's problem representation. Difficulties in getting started on a problem were identified as due in part to inappropriate or missing declarative knowledge, and to a failure to access and use this knowledge. The study showed that a computer-based setting can provide information about the declarative knowledge base of unsuccessful problem solvers. (MVL)

ED 304 938 FL 017 895

Doyle, Michael Scott
Business Spanish: Role Playing for Oral Proficiency.
PUB DATE- Apr 88
NOTE- 16p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Communicative Competence (Languages); Higher Education; Language Proficiency; *Languages for Special Purposes; *Role Playing; Second Language Instruction; *Situational Tests; *Spanish
IDENTIFIERS- ACTFL ETS Oral Proficiency Interview

The situation card used in the American Council on the Teaching of Foreign Languages/Educational Testing Service (ACTFL/ETS) Oral Proficiency Interview provides a kind of linguistic-topographical map of the student's foreign language ability by measuring what the student of business Spanish is able or unable to do in business situations in that language. The situation card can reveal the particulars of grammar, vocabulary, and fluency on which the student still needs work. A pool of business Spanish situation cards can be adapted to reflect and enhance any aspect of course content and reinforce target vocabulary. The cards also provide spontaneity that develops a realistic student flexibility. The situations seem to be most effective when they are presented in English so that students do not misunderstand the directions and so that key vocabulary words and phrases are not revealed. Cards can be used regularly, perhaps at the end of each class session. Individual performances should be tape-recorded for student review. A selection of situation cards adapted from the ACTFL/ETS model are presented, and the procedure for their use is reviewed. The situations are designed for three proficiency levels (intermediate, advanced, and superior) and contain a variety of scenario types and topics. (MSE)

ED 304 953 HE 022 238

Statistical Abstract: Higher Education in Alabama, 1987-88.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Oct 88
NOTE- 232p.
AVAILABLE FROM- Alabama Commission on Higher Education, One Court Square, Suite 221, Montgomery, AL 36197.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Freshmen; College Students; *Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment Trends; Fees; Financial Support; *Higher Education; In State Students; Out of State Students; Private Colleges; Public Colleges; Sex; State Surveys; Teacher Salaries; Technical Institutes; Tuition; Two Year Colleges
IDENTIFIERS- *Alabama

Statistical data and reference information on Alabama's 57 public institutions of higher education and 17 private universities and colleges are presented. Seven sections provide tables on the following subjects: (1) current enrollment (i.e. general characteristics, total public for fall 1977-1987, and racial composition); (2) first-time entering freshmen (sources by county public four-year institutions, percent by race, and by residence, type of institution, and time from high school graduation); (3) educational and general--finance (expenditures and revenues for public four-year, two-year, and technical institutions, and private institutions); (4) tuition and required fees (average in-state and out-of-state for Alabama colleges, undergraduate and graduate in-state and out-of-state for Alabama colleges, and public junior and technical colleges); (5) average faculty salaries (5-year summary, public four-year institutions, public junior and community colleges, and public technical colleges by gender); (6) completions--degrees conferred (i.e. baccalaureate and advanced degrees conferred in Alabama 1976-77 and 1986-87, number of degrees conferred by level and gender, and number and percent of degrees conferred by field of study and level of degree); and (7) facilities (i.e. facility inventory, net assignable space by use, condition of buildings, and land inventory). (SM)

ED 304 996 HE 022 301

Results of the New Jersey College Basic Skills Placement Testing. Fall, 1987 Entering Freshmen. Report to the Board of Higher Education.

New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.

PUB DATE- 22 Jan 88

NOTE- 92p.; For related documents, see HE 022 299 and ED 269 058.

AVAILABLE FROM- Basic Skills Assessment Program, New Jersey Department of Higher Education, 225 West State Street, CN 542, Trenton, NJ 08625.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Basic Skills; College Students; Higher Education; Language Skills; Mathematics Skills; *Minimum Competency Testing; Outcomes of Education; Performance; Public Colleges; *Remedial Instruction; Remedial Mathematics; Remedial Reading; State Colleges; State Surveys; *Student Improvement; *Student Placement; Verbal Ability; Vocabulary Skills; Writing Skills

IDENTIFIERS- *New Jersey College Basic Skills Placement Test

Details are provided to the New Jersey Board of Higher Education on the level of basic skills among freshmen admitted to the state's public colleges/universities. Levels of proficiency are estimated from performance on the New Jersey College Basic Skills Placement Test (NJCBSPT). Categories reflect performance of students tested at the campuses of all public colleges and 11 independent colleges. They are separated by public college sectors--county, state, Rutgers, and New Jersey Institute of Technology (NJIT). Results are noted by statewide findings, college sectors, recent and non-recent high school graduates, and demographic data. College basic skills remediation in other states and the outcomes of skills-deficient student in college are described. Results include: the highest percentages of proficient students are found at Rutgers and NJIT; students who graduated high school in the spring of 1987 were slightly more proficient in all three areas than the total population tested; and there is a large proportion of underprepared students in New Jersey. Seven appendices include a description of the NJCBSPT, NJCBSPT mean scaled scores for 1983-1987, a description of the proficiency levels established by the Basic Skills Council, items representative of those included on the NJCBSPT mathematics section, comparison of statewide self-reported student background information 1983-1987, participating independent colleges and universities, and NJCBSPT year to year score equating. Figures and tables are included.(SM)

ED 305 122   JC 890 154

Davis, Dwight

The Economic Impact of Miami-Dade Community College on Dade County. Research Report No. 86-12.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Mar 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Benefits; Community Colleges; Economic Climate; *Educational Economics; Educational Finance; *Expenditures; *Financial Support; Property Taxes; Salaries; *School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Economic Impact; Economic Impact Studies; Economic Influences; *Florida (Dade County)

A study was conducted to investigate the economic effects of external funds flowing into Dade County because of the existence of Miami-Dade Community College (MDCC). After establishing that most of MDCC's funding comes from external sources and that 85% of its 8,000 employees reside in Dade County, the study sought answers to questions pertaining to the volume of business, jobs, and income generated by funds coming into Dade County through the college. Study findings included the following: (1) about $70,000,000 of MDCC's funding, or two of every three dollars the college spent, originated from sources external to Dade County; (2) MDCC paid $66,000,000 in gross salaries, or $50,000,000 in take-home, disposable income to its employees, resulting in $43,000,000 worth of purchasing power for Dade County residents; (3) about $27,000,000 was spent by MDCC employees residing in Dade County on non-housing items, with an additional $13,000,000 spent on housing; (4) MDCC spent about $6,000,000 on purchases from Dade County firms; (5) college-related, in-county expenditures totaled about $46,000,000; (6) almost 10,000 jobs were created by college-related, in-county expenditures; (7) college-related, local expenditures generated almost $73,000,000 worth of sales; (8) local businesses spent about $7,000,000 in support of their college-related business volume; (9) about $25,000,000 in personal income accrued to local individuals as a result of college-related local expenditures; and (10) local businesses paid about $240,000 in real estate taxes to the Dade County government for real property allocable to MDCC. (AAC)

ED 305 322   SO 020 049

Brenneke, Judith Staley; Soper, John C.
A New Research Agenda for Pre-College Economic Education.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Private Enterprise Education (San Antonio, TX, April 7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; *Economics Education; *Educational Assessment; Elementary Secondary Education; *Evaluation Needs; Evaluation Utilization; *Organizational Objectives; *Planning
IDENTIFIERS- *Developmental Economic Education Program

The Joint Council on Economic Education (JCEE) contracted for the development of this research and evaluation agenda (or blueprint) for its Developmental Economic Education Program (DEEP). DEEP involves local school systems in a formal commitment to develop systematic programs in economic education curriculum using academically sound materials and teacher training programs offered by the JCEE and its affiliates. The steps in the agenda include: (1) a review of research on DEEP, 1964-1985; (2) the establishment of a new research orientation, including descriptive baseline data, analytical quantitative studies, and qualitative studies of DEEP activities; and (3) the determination of the future role of this research and evaluation agenda. Eleven references are included. (BZ)

ED 304 982 HE 022 285

Annual Report on Higher Education in New Jersey, 1986-87.
New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- Nov 87
NOTE- 56p.; For a related document, see HE 022 286.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Allied Health Occupations; Annual Reports; *College Environment; College Faculty; Curriculum Development; Educational Assessment; *Educational Finance; Enrollment Influences; Equal Education; *Excellence in Education; Faculty Development; Financial Support; *Higher Education; Institutional Characteristics; Minority Groups; Private Colleges; Public Colleges; *State Action; State Surveys; Undergraduate Study
IDENTIFIERS- Challenge Grants; *New Jersey

The New Jersey annual report on higher education outlines achievements and problems within the system. Five sections focus on the following topics: (1) introduction; (2) system status report (size of the system, budget and finance, funding policies and formulas, faculty, state college autonomy, and overall academic health); (3) the foundations of excellence (the Governor's challenges, departmental grant programs, the 1984 Jobs, Science, and Technology Bond Act, and improving undergraduate education); (4) equity/access (transfer advisory board, minority enrollment initiatives, basic skills, affirmative action, and student assistance); and (5) special issues (assessment, Student Unit Record Enrollment system, health professions education policy, initiatives, and sector study commissions). Two appendices provide tables on finance, academics, admissions/enrollments, and faculty in New Jersey and on membership of the Advisory Board and groups. A map shows the locations of New Jersey colleges and universities. Twelve figures include information on total expenditures by New Jersey higher education by collegiate sector, statewide distribution of projects, and net tuition paid by tuition aid grant recipients. (SM)

ED 305 010 HE 022 329

Gaines, Gale F.; Musick, Mark D.

Reporting to High Schools on Students' Readiness for College: An Idea Worth Developing.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- Jun 88
NOTE- 7p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, GA 30318-5790.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Freshmen; *College Preparation; Higher Education; *High School Graduates; *Institutional Cooperation; Remedial Instruction; *Student Placement

Because of the significant numbers of high school graduates who require remediation upon entering colleges, it is recommended that colleges report to high schools on how well their graduates are prepared to handle college-level work and how these students performed during their first year of college. The college-readiness programs in eight states (Florida, Georgia, Louisiana, Maryland, North Carolina, South Carolina, Tennessee and Texas) are discussed and compared. The Tennessee Board of Regents program is considered promising, in that it provides detailed placement and assessment results to high school principals, district and school board administrators, state education officials, and legislators. Differences in the reporting process and type of information reported among the states with college-readiness reporting programs are discussed. Problems in making college-readiness reporting programs work are discussed, as are the factors that make a program work. (KM)

ED 305 024 HE 022 354

Carroll, C. Dennis
College Persistence and Degree Attainment for 1980 High School Graduates: Hazards for Transfers, Stopouts, and Part-Timers. Survey Report.

National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-302
PUB DATE- Jan 89
NOTE- 60p.; Data Series HSB-80/86.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Bound Students; Degrees (Academic); *Dropout Research; Educational Attainment; Higher Education; *High School Graduates; High Schools; Longitudinal Studies; Stopouts; Transfer Students
IDENTIFIERS- High School and Beyond (NCES)

The college persistence of 1980 high school graduates and their subsequent attainment of bachelor's degrees are described with data taken from the Postsecondary Longitudinal Studies Program of the National Center for Education Statistics. Using the group of High School and Beyond 1980 graduates as a base, the persistence track transitions are charted. Six sections focus on the following: (1) introduction (persistence track model, analytic methods, report organization); (2) status in the fall of 1980 (overview, subgroup differences such as on- and off-track starts); (3) persistence through academic year 1983-84 (overview, subgroup differences such as how students left the persistence track and departure timing); (4) bachelors degree attainment (implications of starting off track, leaving the persistence track, and persisting on track); (5) transfers (rate of persisting transfers, persistence implications of transfers, degree attainment implications of transfers); and (6) discussion. Major findings include the following: about one-third of the graduating high school class of 1980 never enrolled in any type of postsecondary education; and of the 1980 high school graduates who immediately entered four-year colleges, about four of every seven persisted full time for 4 years. Two appendices provide data on methodology and technical notes (quality of estimates, statistical difference testing, and persistence modeling) and supporting tables. (SM)

ED 305 053 IR 013 729

Ferejohn, John; Shipan, Charles
Congress and Telecommunications Policy: The Role of Committees.
PUB DATE- Oct 88
NOTE- 27p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bureaucracy; *Federal Legislation; *Federal Regulation; Legislators; Models; *Policy Formation; Public Agencies; *Telecommunications
IDENTIFIERS- *Congress; *Federal Communications Commission

This paper examines two issues in telecommunications policy in which the Federal Communications Commission (FCC) has attempted to pursue policies that were distant from the policy desires of their supervising committees in Congress, and in which congressmen made use of various instruments of congressional influence: the FCC's attempt to restructure telephone prices by imposing end-user access charges, and the debate over whether rate of return regulation should be replaced by price cap regulation. It is noted that, in both cases, the agency took a position that was viewed with strong disfavor by Congress. The relationship between Congress and federal agencies is discussed, and the strategies employed by committee members and the FCC in the access charge and price cap regulation cases are analyzed. It is concluded that, while the FCC was forced to reconsider its position and move to a position somewhat more acceptable to congressional committees, it did not have to give up so much ground that Congress had its own way; rather, the outcomes reflected a mix of bureaucratic autonomy and congressional influence. (15 footnotes) (EW)

ED 305 136 PS 017 805

Shareholders in the Future: Marylanders Invest in Child Care.
Maryland Committee for Children, Inc., Baltimore.; Maryland Employers Advisory Council on Child Care.

PUB DATE- 28 Nov 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *Community Services; *Day Care; *Delivery Systems; Early Childhood Education; Government Role; *Networks; Program Development; *Resource Centers; State Programs; Statewide Planning; Unions
IDENTIFIERS- *Maryland; Program Characteristics

In January, 1988, a selected group of Maryland's corporate, union, and government leaders formed an advisory council in an effort to find new approaches to solving the state's child care crisis. By June, the group, which was called the Maryland Employers Advisory Council on Child Care, had produced a statewide plan and a budget that would make the plan work. The plan, known as the Maryland Child Care Resource Center Network and based on a model advocated by child care expert Gwen Morgan, would create an infrastructure of support services that would reach to the roots of the existing system. The core component of the network would be community-based Child Care Resource Centers (CCRC), a system that would offer local services. CCRCs would be linked, coordinated, and assisted by a Statewide Child Care Resource Center. The council advocated a 3-year demonstration project and funding at approximately $7,000,000. This report discusses: (1) the history of child care as a work force issue in Maryland; (2) the Maryland child care delivery problem; (3) the council's challenge to the government, business community, and unions to form a partnership to improve child care statewide; (4) the plan; (5) the need for leadership and coordination; (6) the plan's timetable; and (7) hypothetical case study of network implementation. Related materials are appended, including: (1) a list of employers who have requested information/assistance; (2) a description of "shareholders" in the child care system; and (3) the functions of a Child Care Resource Center. (RH)

ED 305 275 SO 019 716

Hope, Nicholas C.
Development and External Debt: Friend or Foe? Academy for Educational Development 25th Anniversary Seminar Series.
Academy for Educational Development, Inc., Washington, D.C.
PUB DATE- May 86
NOTE- 14p.; Paper presented as part of the Academy for Educational Development 25th Anniversary Series (Washington, DC, 1986). For related documents, see ED 304 380-381.
AVAILABLE FROM- Academy for Educational Development, 1255 23rd Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Developing Nations; Economic Progress; *Finance Reform; *Financial Needs; Financial Policy; *Financial Problems; *Futures (of Society); International Cooperation; International Relations; *Loan Repayment; Monetary Systems; Money Management
IDENTIFIERS- *External Debt; Foreign Aid

Arguing that the benefits from borrowing abroad exceed the costs recently imposed on countries through debt-servicing difficulties, this paper defines debt as an engine of growth, forcing the borrower to produce goods efficiently, export them, and function competitively in the international market. Debt-servicing difficulties of developing nations have a complex history and the assessment of the 1986 conditions seems no less complicated. Countries continue to gain access to foreign resources even as recent growth trends and long term borrowing plans cause problems. U.S. Treasury Secretary James Baker's contribution to the lending and debt management processes continues as does the discussion of direct U.S. investment in developing countries. Developing nations must reduce the growth of debt relative to the rise in exports and economic creditor confidence is crucial in managing the external debt over the long term. External debt and foreign borrowing cannot be regarded as foes of the development process if foreign resources are considered as important contributions to the growth of developing nations. Instead, mismanagement of external borrowing and debt is the problem, stemming primarily from poor overall management of the economy. The future will likely present a continued shortage of external assistance measured against the investment needs of development. Successful policy making for development will include the effective management of foreign borrowing and external debt. (GEA)

ED 305 291 SO 019 761

Peters, Richard
Teacher Roles in the Process of Critical Thinking/Decision Making Skills Development among Elementary/Secondary Students in the Social Studies Curriculum.
PUB DATE- Nov 88
NOTE- 32p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Curriculum Development; *Decision Making Skills; Elementary Secondary Education; *Skill Development; *Social Studies; Teacher Education; *Teacher Role

Today's students must be aware of local, regional, national, and international issues, problems, situations, and cultural diversities. This paper presents curriculum ideas for involving elementary and secondary students in classroom inquiry processes and in field-based settings in order to teach them to think critically, make decisions, act, and evaluate. A variety of teachers' roles are explained in relationship to students' knowledge levels and include the following: (1) director of learning; (2) facilitator of learning; (3) resource to students; (4) monitor of student progress; and (5) developer of instructional units. A global culture instructional unit, with a focus on Asian cultures and a cross-cultural matrix, is described, and examples are presented that involve each of the teacher roles. Future goals of teacher education programs in preparing teachers for these various roles are proposed. Charts and 29 references are included. (JHP)

ED 305 307 SO 019 794

Mayton, Daniel M.; Vickers, Damon L.

Value-Attitude Relationships Regarding Enemy Images of the USSR.

PUB DATE- 1 May 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Aggression; Attitude Measures; *Attitudes; Beliefs; Foreign Countries; *Hostility; *Relationship; Research Projects; *Values
IDENTIFIERS- Rokeach Value Survey; *USSR

President Ronald Reagan was outspoken concerning criticisms of the Soviet government and at one time described the USSR as an evil empire. This type of diabolical enemy image has been identified as a war-promoting perception. This present study was designed to identify the underlying values which are associated with attitudes congruent with the diabolical enemy image of the USSR. Respondents were 100 adults with an average age of 39 from the rural Pacific Northwest. Respondents completed the Rokeach Value Survey-Form G, along with selected attitude items which had been utilized in a national opinion poll in 1983. Respondents who viewed the USSR as an evil empire placed a significantly higher priority on the instrumental value of clean and considered themselves to be more conservative than those who did not view the USSR as an evil empire. People who did not view the USSR as an evil empire placed a significantly higher value on the terminal value of wisdom and the instrumental value of intellect. Tables and 25 references are included. (Author/JHP)

ED 305 067 IR 052 679

Informatics and Telematics in Health. Present and Potential Uses.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-156117-3
PUB DATE- 88
NOTE- 113p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations; Computer Networks; Computer Software; Expert Systems; Global Approach; Health Personnel; *Health Services; Information Science; *Information Systems; *Information Technology; *Management Information Systems; Medical Education; Policy; State of the Art Reviews; *Technological Advancement; *Telecommunications; Use Studies

This report focuses on technical issues associated with informatics--a term covering all aspects of the development and operations of information systems, the supporting computer methodology and technology, and the supporting telecommunications links. The first of six chapters discusses the purpose of the report together with basic assumptions about health care systems as related to informatics and the use of computer-based information processing and transfer in telecommunications; key computer applications in health; and current trends in these rapidly evolving technologies as they apply to health. Subsequent chapters deal with national health informatics policy and strategy; informatics support for health programs and in the provision of health care; informatics for health manpower development; and the choice of informatics technology. It is concluded that informatics will be increasingly used in all organizations and that its use must be managed. Three annexes contain a list of participants in the international consultation on application of informatics; brief descriptions of sample curricula; and an eight-page glossary. (CGD)

ED 305 082 IR 052 694

Fitzgibbons, Shirley; And Others
The Educational Role and Services of Public Libraries in Indiana.
Indiana Univ., Bloomington. School of Library and Information Science.
SPONS. AGENCY- Indiana State Library, Indianapolis.
PUB DATE- 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Needs; *Information Sources; *Library Role; *Library Services; Library Statistics; Library Surveys; *Public Libraries; Questionnaires; *User Satisfaction (Information); Use Studies

The purpose of this study was to document the educational activities being offered to citizens of all ages through Indiana's 239 public libraries. A mail questionnaire was distributed to every main library and branch in the state, requesting information on the kinds and numbers of education-related services and programs provided in 1987, and estimates of program attendance, according to age groups--birth through adult, and special populations. The respondents were also asked their perceptions of the importance of their library's educational purpose relative to other purposes--informational, recreational, and cultural--served by the public libraries. Responses were received from 182 main libraries and 101 branch libraries for a response rate of 73%. The report begins with a discussion of the public library's roles in a community and in society, which is followed by a description of the methodology of the study. Findings are then examined according to the areas of services and programs offered by the libraries to the various age groups and special populations, and data are summarized in a series of 25 tables. It is concluded that a variety of activities are being conducted throughout the state that provide learning opportunities for thousands of state residents from birth through older years. Librarians' perceptions of the library's purposes are also summarized. A copy of the survey and a summary of survey statistics are appended. (10 notes) (CGD)

ED 305 095 JC 890 107

Wilbur, Leslie; Sheldon, M. Stephen
On California Community College Trustees: Expectations and Realities. Report Number Three.
PUB DATE- 28 Feb 89
NOTE- 19p.; For other reports in this series, see ED 278 446 and JC 890 106.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Community Colleges; Compensation (Remuneration); Expenditures; *Governing Boards; Policy Formation; Salaries; School District Autonomy; State Surveys; *Trustees; Two Year Colleges
IDENTIFIERS- *California

A study was conducted to compare the job expectations of community college trustees in California before they were first elected or appointed with their perceptions of the realities of trustee service. Questionnaires were sent to the chief executive officers at each community college district in the state for distribution to the trustees. Study findings, based on responses from 247 or 47% of the state's 527 community college trustees, included the following: (1) 68% of the trustees were men, 53% were over 55 years of age, and 47.6% had served from 6 to 16 years; (2) with respect to their aspirations in running for the board of trustees, 95.1% wanted to serve the community, 45% wanted to improve district efficiency, and 44% wanted to improve district management; (3) 28% had expected to encounter no personal expenses as a trustee, 37.1% had expected expenses of less than $500 per year, 14.3% had expected between $500 and $1,000 in expenses, while 21% expected expenses of more than $1,000 per year; (4) two-thirds of the trustees had expenses equal to their expectations, while the most commonly cited unexpected expense was that of social activities; (5) before assuming the trusteeship, 50% expected to spend 5 hours per week on trustee affairs; however, after assuming the trusteeship, 38.4% estimated that they spent 5 hours or less each week on trustee service, 41.7% spent 6 to 10 hours, and 20% spent more than 11 hours; and (6) the trustees expressed most interest in planning and goal setting, with board meetings running a close second. (AAC)

ED 305 218 SE 050 380

Meine, Curt, Ed.; And Others
Environment and Development: Building Sustainable Societies. Lectures from the 1987 Summer Forum at the University of Wisconsin-Madison. Report 135. Report 135.
Wisconsin Univ., Madison. Inst. for Environmental Studies.
PUB DATE- Nov 88
NOTE- 119p.
AVAILABLE FROM- Institute for Environmental Studies, Office of Publications, Information, and Outreach, 550 N. Park Street, 15 Science Hall, Madison, WI 53706 (free in limited quantities while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Air Pollution; Conservation (Environment); Crowding; Energy Conservation; Environment; Environmental Education; *Environmental Influences; *Environmental Standards; Forestry; Natural Resources; Pollution; Population Education; *World Problems

The argument over economic development and environmental sustainability took center stage in the late 1960s and early 1970s as many believed the capacity of the earth to support the population was being reached. In the early 1980s the arguments receded but have reemerged as atmospheric problems and petroleum supplies are again hot topics. The purpose of this forum was to discuss whether environmental crises will cause a reversal in world development and how should development of the world proceed. Eight papers are included: (1) "Development Pressures on the World's Peasants: Environmental Trends and Development Lessons from the Bottom Up" (Timothy C. Weiskel); (2) "Environmental Opportunities and Limits for Development" (Reid A. Bryson); (3) "Global Sustainability and Food Production" (Robert L. Clodius); (4) "The Red Queen Syndrome: Running Faster--Going Nowhere?" (John E. Ross); (5) "Environmental Criteria and World Bank Loans" (Robert J. A. Goodland); (6) "Decline of the World's Tropical Forests" (James D. Nations); (7) "In Defense of Development" (Julian L. Simon); and (8) "Global Balances in the 21st Century" (Russell W. Peterson). (MVL)

ED 305 246   SE 050 443

Goodman-Petrushka, Sharon
Algebra and Trigonometry Review Workbook. Exercises with Hints and Complete Solutions in Algebra and Trigonometry.
PUB DATE- Feb 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; *College Mathematics; Higher Education; Mathematical Enrichment; *Mathematics Materials; *Mathematics Tests; Problem Sets; *Trigonometry; Workbooks
This workbook is designed to be used as a review at the end of a college level course in algebra and trigonometry. Four review sheets containing 117 problems provide hints and detailed solutions for each problem. (YP)

ED 305 261 SE 050 475

Stuessy, Carol L.; Rowland, Paul McD.
Generalized Beliefs and Attitudes: Locus of Control and Science Attitudes in High School and College Students.
PUB DATE- 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Biology; Chemistry; *College Science; Grade 10; Grade 11; Grade 12; *Locus of Control; Personal Autonomy; Preservice Teacher Education; Science Education; *Scientific Attitudes; *Secondary School Science; Self Concept; *Student Attitudes; *Undergraduate Students

Locus of control, a generalized belief about causality in one's personal life, was identified as a potential variable impinging upon the acquisition of science-related attitudes in classes of high school students from 10th grade biology, and 11th and 12th grade chemistry, and of college elementary education majors. Correlations of the Internal-External Scale with the seven subscales of the Test of Science-Related Attitudes revealed that subjects with an external locus of control did not have as positive attitudes towards science as internal students and that the relationship between locus of control and science attitudes strengthened with age. (Author)

ED 305 323 SO 020 051

Falk, Joyce Duncan; And Others
A Guide to Historical Literature and Other Issues in History Bibliography.
Association for the Bibliography of History, Alexandria, VA.
PUB DATE- Apr 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bibliographies; Higher Education; *History; History Instruction; Indexes; Needs Assessment; Reference Materials; *Research Tools
IDENTIFIERS- American Historical Association

In response to a request from the Research Division of the American Historical Association (AHA), the Association for the Bibliography of History (ABH) compiled a report on the options for a new history literature guide and on additional issues in history bibliography. The AHA previously conducted surveys to solicit opinions about the need for a library guide to history bibliography resources. This report discusses the issues and options for such a guide and offers a plan the AHA. First, the ABH reviewed currently available guides and serial bibliographies that focus on history, and second, the ABH considered guides and bibliographies available from other professional associations. The options for the new guide include: (1) a one-volume guide to popular history; (2) a one-or-two volume guide for historians and librarians; (3) a multi-volume guide divided by world regions or time periods; (4) a set of modular booklets on historical topics; (5) a combination of modules and a one-volume guide; and (6) a multi-functional database. Regardless of the option chosen, any new guide must be developed as a machine-readable database and be available both online and in print. For financing, it is suggested that the AHA apply for grants and solicit for funds from educational and national foundations and organizations. The document concludes with a summary of other history bibliography issues, such as journal abstracts and bibliographies and a history thesaurus. (DJC)

ED 304 939 FL 017 896

Funston, Richard
A Model Program for International Commerce Education.
PUB DATE- Apr 88
NOTE- 66p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Higher Education; *Intensive Language Courses; Interdisciplinary Approach; *International Trade; *Internship Programs; Language of Instruction; *Languages for Special Purposes; *Program Descriptions; Program Implementation; Program Proposals; Second Language Instruction; Spanish; Study Abroad
IDENTIFIERS- *San Diego State University CA

To address the economy's growing reliance on international business, San Diego State University has recently introduced a program in international commerce. The program was developed by packaging coursework in three existing areas: business administration, language training, and area studies. Although still in its infancy, the international commerce program has already proven itself popular with students seeking careers in international business. The university is now developing a more comprehensive approach to international commerce training. The curriculum is structured around several innovative modules. Students will begin the program in target language immersion. Participants will live together in a dormitory where all communication will be limited to the target language. For the first year of the program, the only language offered will be Spanish. During subsequent years, students will take coursework in area studies and business in the target language to reinforce the language skills they developed in their freshman year. Later in the program, students spend one semester abroad and participate in a business internship, an opportunity to apply the skills developed in the international commerce curriculum. The existing program's brochure and the new, expanded program's proposal are appended. (Author/MSE)

ED 304 954 HE 022 240

Federal Student Financial Aid Delivery Systems. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Hearing Held in Missoula, Montana, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 24 Sep 88
NOTE- 194p.; Serial No. 100-99.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Contracts; *Data Processing; *Educational Finance; Educational Legislation; Federal Aid; *Federal Legislation; Federal Programs; Financial Aid Applicants; Hearings; Higher Education; Policy Formation; *Public Policy; *Recordkeeping; *Student Financial Aid
IDENTIFIERS- Congress 100th; Proposed Legislation

The U.S. House Subcommittee on Postsecondary Education of the Committee on Education and Labor met in Missoula, Montana for an oversight hearing on the student aid delivery system. An opening statement from Pat Williams is followed by a report of the Advisory Committee on Student Financial Assistance on the issue of multiple data entry (MDE) processors. Attachments include an MDE position paper, report on MDE hearing, and letter to Secretary William J. Bennett. The report conveys to Congress the Committee's recommendations concerning the three issues outlined in the law (assessment of the expansion of the number and type of MDEs and the impact on students and families, examination of the standardization of processing fees paid by the Department of Education to MDE contractors, and evaluation of the payment of development costs associated with delivering MDE services). Additional statements are provided by representatives of the American College Testing Program, College Board, National Association of Student Financial Aid Administrators, Kentucky State University, and Illinois State Scholarship Commission. (SM)

ED 305 039 IR 013 715

Johnson, William R.
The Effect of Copying on the Producers of Originals.
PUB DATE- 31 Oct 88
NOTE- 17p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of the conference, see IR 013 716-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiotape Recordings; *Computation; Computer Software; *Consumer Economics; Cost Effectiveness; *Costs; Economic Research; Marketing; *Videotape Recordings
IDENTIFIERS- *Demand; *Pricing

Arguing that the seller of creative works--including audio and video productions and computer software--will be affected by the ability of consumers to make high quality copies of these works, this paper examines the theoretical effects of copying on the sellers of originals and speculates about ways to estimate these effects empirically. The paper begins with a discussion of consumer copying behavior which summarizes the effects that raise the demand for originals (i.e., stimulation of hardware purchases, network externalities, and purchase of originals to make copies), and discusses the effects of demand on the cost of copies. A strategy for estimating the effects of copying on the producers of originals is then outlined, and a brief discussion of the effects of copying on the price of originals concludes the paper. Six figures illustrate the text and two references are provided. (EW)

ED 305 054 IR 013 730

Williams, Frederick; And Others
Telecommunications and Economic Development: A New State Role.
PUB DATE- Oct 88
NOTE- 7p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Development; *Information Services; *Policy Formation; *State Action; State Agencies; State Legislation; *Telecommunications; *Telephone Communications Industry
IDENTIFIERS- *State Regulation

A year-long study of telecommunications policies and regulations in nine states--Texas, California, Florida, Illinois, Nebraska, New York, Vermont, Virginia, and Washington--found that these states tend to be more flexible in their telecommunications regulation than other states, although the process for achieving this flexibility has tended to reflect each state's individual "personality." While these different approaches might provide "experiments" from which to select the best policies, too much difference between state policies might also make it difficult for large telecommunications companies to coordinate their activities. It also found that, although telecommunications policy initiatives were often tied to economic development, the reverse was not always true; however, the direct relationship between the two conditions needs further research. Threats to universal service are often the major counterargument to regulatory flexibility, and further attempts should be made to reach agreement among telecommunications companies, consumer groups, and policymakers on a definition of basic service that would satisfy the goal of universal service in an efficient manner. The states which were studied have discovered, or are discovering their importance as telecommunications users, and these states should initiate, or continue to develop, long range plans for telecommunications use. (EW)

ED 305 109 JC 890 140

The University of Nevada System Planning Report, 1989-1993: Future Directions for Nevada's Colleges and Universities.

Nevada Univ. System, Reno.

PUB DATE- Jan 89
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *College Planning; Community Colleges; *Educational Finance; *Educational Objectives; Educational Quality; Enrollment Projections; *Enrollment Trends; Facility Planning; Higher Education; Long Range Planning; State Aid; State Universities; *Statewide Planning
IDENTIFIERS- *Nevada

Representing the University of Nevada System's (UNS) plans for public higher education in Nevada for the four-year period from 1989 to 1993, this report discusses what the Board of Regents considers to be the major higher education issues in the state. Chapter I discusses the record 56% increase in enrollment in UNS schools from 1976 to 1986; the inadequacy of current funding formulas to meet the need for new academic programs, faculty resources, and new facilities; and issues of access and educational quality. Chapter II contains enrollment projections, focusing on trends related to high school graduates, nontraditional students, minority students, and UNS enrollment forecasts through 2001. This chapter also considers means of financing the expected 7% annual systemwide growth, describing the UNS biennial budget request, the current funding formula, and capital construction needs. After chapter III discusses the academic plans and priorities of each UNS community college and university campus, chapter IV discusses the challenge of maintaining student access to higher education in diverse forms. Chapter V examines goals related to the pursuit of educational quality, considering issues of faculty salaries, university entrance requirements, performance evaluation, educational outcomes, and research. In chapter VI, higher education's role in meeting the needs of the state is discussed in terms of needs for economic development, health care education, educational research, computing and new technology, and educational telecommunications. A chart showing degrees offered by college is appended. (AAC)

ED 305 151 PS 017 866

Bernotavicz, Freda; Huff, Sheila
In Safekeeping: A Research Study of Child Care Teacher Competencies.
University of Southern Maine, Gorham. Div. of Human Resources.
PUB DATE- Aug 88
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Comparative Analysis; *Competence; *Day Care; Early Childhood Education; Identification; Job Analysis; *Job Skills; *Models; Occupational Information; *Preschool Teachers; *Teaching Experience

This study, the second in a series entitled "Competency across the Campus," was conducted in order to develop accurate data on the job responsibilities of teachers in a university child care center and the competencies these teachers need. The first part of the study used techniques for functional job analysis and content validation to develop information on job duties, skills, and knowledge, and the physical demands made on child care assistant teachers and head teachers. The major part of the study focused on identification of competencies of beginning and advanced teachers. Transcripts of interviews with a sample of 24 teachers from child care centers in higher education in Maine were analyzed to identify competencies. The resulting model distinguished 19 competencies and their behavioral indicators or ways in which the child care teachers displayed the particular competency. Statistical comparisons of beginning and advanced teachers distinguished between basic and optimal skills. Other analyses revealed few statistically significant differences related to level of education or job role as assistant or head teacher. Although the sample was limited to a small segment of the population of child care teachers, these findings are supported by other research in the field. Data tables, job profiles, and the competency model are appended. Twenty-two references are cited. (RH)

ED 305 165 PS 017 881

Chen, Chuansheng
A Study of Chinese and American Children's Attitudes towards Schooling.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 89
NOTE- 18p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Chinese Culture; *Cross Cultural Studies; Elementary Education; *Elementary School Students; North American Culture; *Self Evaluation (Individuals); *Student Attitudes; *Student Educational Objectives
IDENTIFIERS- China (Beijing); *Cultural Values

This study examined the cross-cultural differences involved in Chinese and American students' attitudes towards education. Examined were students' daily experiences, wishes, aspirations, likes, and dislikes. Data were obtained through interviews with 396 Chinese and 720 American students from the 1st, 3rd, and 5th grades. Students attended 11 schools in Beijing and 20 schools in the Chicago metropolitan area. On the average, children of all grades in both cities said they liked school, math, and reading, and had high self-evaluations. Chinese children in all grades liked school in general more than their American counterparts did. American children were more positive than Chinese children about all abilities except for getting along with others. Chinese children reported being engaged in academic activities, clubs, art lessons, and chores after school more often than American children. A total of 81% to 90% of Chinese children thought about things related to schoolwork on their way to school; in comparison, 46% to 73% of American children did so. When asked about their wishes, more Chinese children mentioned education-related wishes than did American children. References, tables, and graphs are included. (RJC

ED 305 179 PS 017 903

Granger, Robert C.; Marx, Elisabeth
Who Is Teaching? Early Childhood Teachers in New York City's Publicly Funded Programs.
Bank Street Coll. of Education, New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 88
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Contracts; *Early Childhood Education; Educational Improvement; Educational Quality; Job Satisfaction; *Public Schools; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; Teacher Education; Teacher Employment Benefits; Teacher Salaries; Teacher Supply and Demand
IDENTIFIERS- *New York (New York)

New York City's publicly funded day care and Head Start systems are hindered by an inability to recruit and retain qualified teachers. Data supporting this conclusion came from a randomly drawn sample of 559 teachers working with 3- to 5-year-olds in New York City's early childhood programs. Teachers were surveyed by mail, and a subset of respondents was interviewed by telephone. Data collection was designed to permit a comparison among teachers in the public schools, publicly funded day care, and Head Start on demographic characteristics. Major findings indicated that: (1) as many as 42 percent of the teacher positions in publicly funded day care, and 33 percent of teacher positions in Head Start, are either vacant or turn over each year; (2) only 50 percent of teachers in publicly funded day care and Head Start meet the desired standard of full certification; (3) when teachers rate aspects of their jobs, they are least satisfied with salary and professional prestige; (4) Head Start teachers are particularly dissatisfied with fringe benefits;

(5) teachers rate improvements in status and compensation as the strategies most likely to improve the recruitment and retention of qualified staff; and (6) teachers rate themselves as more likely to shift to another classroom than to leave the profession. Policy recommendations are offered. Nearly 50 references are cited, and related materials are appended, including comparative tables on wages/benefits and credentials, as well as one version of the survey instrument. (RH)

ED 305 192 RC 016 994

Edelsky, Carole
Writing in a Bilingual Program: Habia una Vez.
REPORT NO.- ISBN-0-89391-304-9
PUB DATE- 86
NOTE- 252p.; For related document, see ED 221 057.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; *Bilingualism; Bilingual Students; Child Language; Code Switching (Language); Language Proficiency; Literacy; Migrant Children; Primary Education; *Writing Instruction; *Writing Skills
IDENTIFIERS- Arizona (Phoenix)

A year-long study of the writing development of 27 first through third graders in an English/Spanish bilingual program was conducted during the 1980-81 school year. Samples of the children's writing were collected at four intervals, coded for computer tallying, and analyzed in terms of code-switching, spelling, punctuation and segmentation, structural features, stylistic devices, and content. Additionally, the context in which the writing developed was evaluated by classroom observations, teacher interviews, review of familial backgrounds, and a survey of the community language situation. Myths about bilingual language proficiency, biliteracy, bilingual education, teaching writing, and learning to write are all countered by evidence presented in this study. In a discussion of implications, the concept of a whole language approach to writing instruction is supported, in which authentic and functional texts are offered to and produced by children. Examples of the children's writing with appropriate translations are given along with various tables. Informal follow-up information is presented in three epilogues dealing with changes in the researcher's commitment to the study's original writing theories, the writing of some students a year after the study; and a chronological outline of the demise of the bilingual program used in the study. Appendices list interview questions used for teachers and aides and categories for coding the writing data. This book contains 134 references. (ALL)

ED 305 205 RC 017 018

Isenhart, Lucie; Bechard, Sue
Dropout Prevention. The ECS Survey of State Initiatives for Youth at Risk.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- AR-87-S1-11/87
PUB DATE- Nov 87
NOTE- 13p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($2.00; six for $10.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropouts; Educational Innovation; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; School Surveys

The Education Commission of the States' (ECS) survey of state initiatives for at-risk youth was conducted during 1987. The goal was to identify programs and planning efforts in the 50 states, the District of Columbia, and the 3 ECS member territories addressing needs of at-risk youth from preschool through high school. Descriptions of over 650 programs, task forces, and other state initiatives for at-risk youth were collected. The survey identified 190 programs directly related to dropout prevention in 46 states. Most of these programs have been implemented since 1983; others were finalized and implemented in 1986. States are responding to the school dropout problem by either adding programs tailored to specific problems, needs, and community resources; or systematically changing the way services are provided. The strategies states choose to respond to the problem reflect two

points of view: either the child is viewed as deficient or the system is viewed as deficient. The first point of view results in a safety net design while the second results in attempts to build flexible broad-based programs. Ten strategies appear frequently: (1) definition and identification; (2) networks; (3) academic support; (4) special curricula; (5) incentives and rewards; (6) counseling; (7) school policy changes; (8) alternative schools; (9) restructuring; and (10) comprehensive state plans. Typically a state employs 5 of these 10 strategies. Outlines of each strategy and the states that use it are included, as are issues and questions emerging from the survey. (ALL)

ED 305 232 SE 050 410

Barber, Brenda, Comp.; Michell, Mick, Comp.
Better Science: Building Primary-Secondary Links. Curriculum Guide 10.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 33p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; *Elementary School Science; Elementary Secondary Education; Foreign Countries; *Instructional Development; Instructional Improvement; *Science Curriculum; Science Departments; Science Education;

Science Instruction; Science Teachers; Secondary School Science
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. This guide attempts to answer the questions regarding what science is taught in primary schools, what skills good primary science gives children, and how secondary schools build on primary science. The guide was written basically for secondary teachers but is of interest to all who care for science in primary schools. Following an introduction, section one identifies some of the problems such as safety education and primary teachers training in science. Section two discusses organization and science in the classroom and section three looks at primary science policy at the two levels of the school. Section four addresses liaison for children, teachers, departments, and schools, possible outcomes, what other people have done, and a conclusion. An appendix summarizes the findings of a teachers' group in Croydon, England (the Primary-Secondary Interface). Further readings and references are presented. (RT)

ED 304 983 HE 022 286

Annual Report on Higher Education in New Jersey, 1985-86.
New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- Dec 86
NOTE- 52p.; For a related document, see HE 022 285.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Allied Health Occupations; Annual Reports; *College Environment; College Faculty; Curriculum Development; Educational Assessment; *Educational Finance; Enrollment Influences; Equal Education; *Excellence in Education; Faculty Development; Financial Support; *Higher Education;

Institutional Characteristics; Minority Groups; Private Colleges; Public Colleges; *State Action; State Surveys; Undergraduate Study
IDENTIFIERS- Challenge Grants; *New Jersey

The New Jersey annual report on higher education in the state highlights accomplishments during 1985-1986. Five sections look at the following topics: (1) introduction; (2) the foundations of excellence (funding to reward excellence and excellence throughout the institution); (3) equity/access (minority enrollment initiatives, basic skills, affirmative action, and student assistance); (4) special issues (evaluating the outcomes of higher education, medical education policy initiatives, and sector study commissions); and (5) system status report (size of the system, budget and finance, funding policies and formulas, and state college autonomy). Two appendices provide tables on finances, student academic ability, programs/degrees, enrollment, and faculty and on membership of the advisory boards and groups. A map shows the locations of New Jersey colleges and universities. Twelve figures include special initiative funding to New Jersey collegiate sectors, full-time faculty at New Jersey public colleges and universities, and total expenditures by New Jersey higher education by collegiate sector. (SM)

ED 305 011 HE 022 330

Caruthers, J. Kent; Marks, Joseph L.
State Funding of Higher Education for Quality Improvement in the SREB States.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 64p.; For related documents, see HE 022 327 and HE 022 331.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., NW, Atlanta, GA 30318-5790 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Educational Finance; Educational Improvement; *Educational Quality; Expenditures; *Financial Support; Full State Funding; *Higher Education; Income; Questionnaires; *State Aid; State Colleges; Student Financial Aid; Teacher Salaries
IDENTIFIERS- *United States (South)

The question of whether the quality improvement rhetoric has led to changes in state funding levels and funding strategies in the Southern Regional Education Board (SREB) states is considered. The information reported here is based on an extensive review of education finance officers, and on-site visits to about half of education finance officers, and on-site visits to about half of the SREB states. The following topics are addressed: (1) the link between quality improvement and funding (regional and national reports, state reports, and state goals for improved funding); (2) analysis of funding levels (alternative ways to assess funding effort, ability to pay, willingness to pay, demand for services, higher education's relative priority, actual support, and summary of overall funding levels); (3) analysis of revenue patterns and practices (types of revenue and their effect on access and quality, and the mix of revenue sources); (4) analysis of expenditure patterns (key expenditure areas and their possible impact on access and quality improvement, and analyses of spending by function and by object, faculty salary spending, and student financial aid); (5) changes in state funding processes and practices (efforts to incorporate quality improvement in formula approaches, enrollment recognition approaches, new or expanded formula categories, funds appropriated outside of formula structures, and summary of budgetary attempts to influence quality); and (6) closing observations (changes in state support for higher education, shifts among revenue sources, shifts in expenditure patterns, and changes in state-level funding methods). Definitions of revenue and expenditure categories and the survey form are appended. Twenty-five tables report enrollment, appropriation, expenditure, revenue and other trend data. Contains 15 references. (KM)

ED 305 123 JC 890 155

Morris, Cathy; Losak, John
Student Success at Miami-Dade Community College: Issues and Data. Research Report No. 86-22.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jun 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Associate Degrees; *Attendance Patterns; College Freshmen; Community Colleges; Dropout Rate; Full Time Students; Graduation; Nontraditional Students; *Outcomes of Education; Stopouts; Student Attrition; Student Educational Objectives; Success; Two Year Colleges; *Two Year College Students

Females, minorities, and older students are entering higher education at an increasing rate. The influx of these "nontraditional" students has led to quite different enrollment patterns, in which stopping out of college and part-time enrollment are common. Most students have objectives that are not synonymous with earning a baccalaureate degree within four years. Such factors suggest a need to redefine student "success." At Miami-Dade Community College (MDCC), a study was conducted using criteria of success based on student goals, possible outcomes, and academic standing. Six categories of student outcomes emerged, including three defined as "success": graduating, remaining enrolled in good academic standing, and leaving college in good standing. Using these criteria, the MDCC student success rate for full-time, first-time-in-college, degree-seeking students was 70% after four years, including 31% who graduated, 9% who were still enrolled, and 30% who left MDCC in good standing. The two-year success rate for this same group was only 13%, emphasizing the need to consider protracted attendance patterns when examining graduation as a component of success. A further grouping of student outcomes based on entry-level basic skills reveals that academically talented students were not necessarily "at risk" by beginning their enrollment at a community college. Their three-year success rate was 86%, including a 40% graduation rate. A limited follow-up of full-time degree seekers who left in good standing revealed that 14% of those located had enrolled in the state university system within one year of leaving MDCC. The study report includes a review of the literature on two-year college student attrition, retention, and success, and a 32-item bibliography. (AAC)

ED 305 308 SO 019 796

Haas, Mary E.
Using Small Group Games in Social Studies.
PUB DATE- 22 Nov 88
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (68th, Orlando, FL, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Elementary Secondary Education; Experiential Learning; *Group Activities; Groups; Learning Activities; Postsecondary Education; *Social Studies

The educational value of games includes learning to: (1) follow directions and use social skills; (2) review information and use cognitive skills; (3) make decisions and live with the consequences; and (4) become aware of new information. This paper describes how teachers might use small group games to reinforce what is taught in social studies courses. Guidelines for designing small group games are provided, and methods of using card games, Twister, Bingo, Dominoes, board games, and Battle Ship are provided. Emphasis is placed on using games to increase map skills. (JHP)

ED 304 997 HE 022 304

Foreign Students Account for Most Growth in Graduate Science and Engineering Enrollment. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-88-316
PUB DATE- 28 Feb 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110)
DESCRIPTORS- Doctoral Programs; Educational Finance; *Engineering Education; Enrollment Trends; Foreign Nationals; *Foreign Students; Full Time Students; *Graduate Study; Higher Education; National Surveys; Outcomes of Education; Postdoctoral Education; *Science Education; Womens Education

Data collected in the National Science Foundation's Survey of Graduate Science and Engineering (S/E) Students and Postdoctorates, fall 1987 are presented. The survey noted that foreign students account for about one seventh of all students enrolled in graduate S/E programs. Graduate S/E enrollment in all institutions is up 1% from the previous year, and for the past decade, the steady rise in the number of non-United States citizens enrolled full-time in doctorate-granting institutions has been important to the growth of graduate S/E enrollment. Graduate enrollment in engineering rose 2% from 1986 to 1987, compared to a growth of less than 1% in the sciences. Both increases were lower than the rates of growth over the last decade. Nearly 76,200 non-U.S. citizens were enrolled full-time in graduate-level S/E programs in doctorate-granting institutions. Women comprised 34% of the total full-time S/E students at doctorate-granting institutions in 1987. Research assistantships supported 69,800 full-time graduate students in doctorate-granting institutions in 1987, and this mechanism was the most rapidly growing type of support. Institutional funds continues to be the largest single source of support for such students. Doctorate-granting institutions employed 25,300 postdoctorates in fall 1987, up 5% since 1986. Foreign citizens made up 43% of the postdoctorates. Tables and charts are included.(SM)

ED 305 137 PS 017 837

Fiene, Richard; And Others

Pennsylvania Child Care Training Needs Survey.

Pennsylvania State Univ., Middletown. Capitol Campus.
PUB DATE- Mar 89
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; Demography; Early Childhood Education; *Educational Needs; *Inservice Teacher Education; Needs Assessment; Questionnaires; State Surveys; Tables (Data)
IDENTIFIERS- *Pennsylvania

This report presents findings of the Pennsylvania Child Care Training Needs Survey. The purpose of the survey was to determine statewide needs for child care training. A random sample of 500 day care centers was selected from the 2,127 day care centers in Pennsylvania. The sample was stratified in terms of the state's four regions--northeast, southeast, western, and central--and by the major urban centers of Philadelphia, Pittsburgh, and Harrisburg. A total of 214 questionnaires were returned. The majority of the respondents were either head teachers, directors, or administrators who were at the top of the career ladder in the early child care field. Participants indicated a need for and interest in additional training. Participants felt that working with a master caregiver or other caregivers, and visiting other centers and homes would be the most effective modes of training. Additional findings concerning demographic characteristics, training needs, and selected cross-tabulations are discussed. Appendix A provides the survey instrument, and Appendix B lists respondent sites. All of the raw data, frequency, and cross-tabulation tables are provided in Appendix C. (RH)

ED 305 247 SE 050 444

Goodman-Petrushka, Sharon; Roitberg, Yael

Computer Managed Instruction Homework Modules for Calculus I.

PUB DATE- Sep 88
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Analytic Geometry; *Calculus; *College Mathematics; Higher Education; Mathematical Enrichment; Mathematics; *Mathematics Materials; *Mathematics Tests; Problem Sets

This booklet contains 11 modules (290 multiple-choice items) designed for use in the first course of a three-course calculus sequence using the textbook "Calculus with Analytic Geometry" (Dennis G. Zill). In each module, relevant sections of the textbook are identified for users. It can, however, be used in conjunction with any calculus textbook. (Author/YP)

ED 305 292 SO 019 762

Ediger, Marlow
The Middle East: Birthplace of Three Religions. A Resource Unit.
PUB DATE- Dec 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Area Studies; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; Resource Units; *Social Studies; Units of Study; *World History
IDENTIFIERS- Historical Landmarks; *Middle East; *Religious Landmarks

This teaching outline for studying the significance of the Middle East to religious history and world history provides lesson suggestions for the study of geography, political science, philosophy, religion, anthropology, economics, archaeology, and history. Twenty-seven learning objectives focus on the students' acquisition of critical thinking, creative thinking, and problem solving skills and the significance of the various cities, historical religious sites, and other physical landmarks within this region. Ten desired student attitudes and twelve desired learning skills are listed. Suggested learning activities are described in relation to initiating, developing, and culminating the unit as well as to additional areas of study. Seven references are included. (DJC)

ED 304 968 HE 022 271

Chambliss, Catherine
Comprehensive Freshman Advising. The Ursinus College Freshman Advising Program: Three-Year Follow-Up.
PUB DATE- 89

NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; College Faculty; *College Freshmen; College Students; *Faculty Advisers; Higher Education; Majors (Students); Small Colleges; *Student Attitudes; Student Development; Student Needs
IDENTIFIERS- *Ursinus College PA

In 1982, Ursinus College instituted a new Freshman Advising Program (FAP), involving: a greatly expanded role for the advisor; postponement of the declaration of major; greater emphasis on student-centered developmental advising; a focus on the transition needs of freshmen; a focus on the problem of false starts and student encounters with failure; and a focus on prevention by detecting individual needs early and meeting them promptly and appropriately. An Adviser Effectiveness Questionnaire was developed and administered to freshmen in 1981 (the last class advised under the old system), 1985 and 1988. Subsamples of the data including all freshman advisors were analyzed. Statistically significant differences between the 1985 and 1988 groups were found on 15 of the 16 individual items and on the General Advising Effectiveness Scale. On all separate measures of satisfaction, students in the 1988 group scored in the more satisfied direction than those in the 1985 group. Comparisons of means revealed only two statistically significant differences between the 1988 and 1991 groups, suggesting that generally the improvement in satisfaction with advising and overall gains in advising effectiveness have been maintained. Student gains in satisfaction across the personal, career, academic and study skills areas of advising were associated with increased overall happiness with the college. Data are presented in two tables. (KM)

Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference, (Nashville, Tennessee, November 29-December 2, 1988).

CAUSE, Boulder, Colo.
PUB DATE- 89

NOTE- 664p.; For the individual conference papers grouped by conference "track," see HE 022 356-363.
AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Organization; Administrative Policy; Change Strategies; Computers; Computer Software; *Computer Uses in Education; Databases; Decision Making; Departments; *Financial Policy; Financial Support; Higher Education; *Information Technology; Innovation; *Local Area Networks; Long Range Planning; *Management Information Systems; Microcomputers; Online Systems; *Personnel Management; Planning; Technology Transfer; Telecommunications
IDENTIFIERS- *CAUSE National Conference; Decision Support Systems; Strategic Planning

Presented are the proceedings of a national conference of the Professional Association for Computing and Information Technology, formerly known as the College and University Systems Exchange (CAUSE). Papers are organized according to the conference's eight concurrent tracks in the areas of policy and planning, managing technologies integration, financial impact and considerations, organizational and personnel issues, impact of departmental computing, outstanding applications, hardware/software/networking strategies, and academic computing strategy. Current issues sessions, constituent group meetings, and a "Writing for CAUSE/EFFECT" seminar are summarized, along with corporate participation. The 56 track papers are preceded by two general session presentations: the keynote address, "Managing Tomorrow's University" (J. Wyatt) and "Transforming Information into Knowledge--The Challenge for the 21st Century" (J. Sculley). Appended are descriptions of some of the contributions of 45 participating corporations as well as a section showing pictorial highlights of the conference. (SM)

ED 305 068 IR 052 680

Welch, Theodore F.
Japan Honors America. Six Librarians Cited for Meritorious Service.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- ISBN-1-55653-058-7
PUB DATE- 88
NOTE- 56p.
LANGUAGE- English; Japanese
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Awards; Biographies; *Cooperation; *Foreign Countries; Government Role; *Librarians; Library Science; *Recognition (Achievement)
IDENTIFIERS- *Japan

This report profiles American librarians who have been honored by the Japanese government for their contributions to Japanese well-being, in line with a century-old program of recognition of its own citizenry, i.e., the conferring of medals, or kunsho, by the government on foreigners who have rendered illustrious, eminent, and distinguished service in civil or military life. Following a brief description of the various awards (or orders), the six U.S. librarians cited for meritorious service and awarded kunsho--either the Order of the Sacred Treasure or Order of the Rising Sun--are introduced through short biographies; Verner W. Clapp; Robert B. Downs; Robert L. Gitler; Foster E. Mohrhardt; Andrew Y. Kuroda; and Daniel J. Boorstin. The document is divided into two parts, offering both English and Japanese versions of the same information. (CGD)

ED 305 219 SE 050 382

Burnham, John C.
How Superstition Won and Science Lost. Popularizing Science and Health in the United States.

REPORT NO.- ISBN-0-8135-1238-7
PUB DATE- 87
NOTE- 369p.
AVAILABLE FROM- Rutgers University Press, 109 Church Street, New Brunswick, NJ 08901 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Advertising; *College Science; Concept Formation; Health; *Mass Media; *Misconceptions; News Reporting; Persuasive Discourse; Psychology; *Science History; Science Instruction; Scientific Attitudes; *Scientific Concepts; *Scientific Literacy
IDENTIFIERS- *Superstition

This book studies the history of changing patterns in the dissemination, or popularization of scientific findings, to the general public since 1830. It focuses on three different areas of science: (1) health; (2) psychology; and (3) the natural sciences. The document explores the ways in which this process of popularization has deteriorated. It draws on evidence ranging from early lyceum lecturers to the new math and argues that today popular science is the functional equivalent of superstition. It is stressed that popularizers, including the media and advertisers, give the public fragments of information without a wider framework, a process that reduces and twists the cultural impact of both science and scientists. This book provides an incisive perspective on the understanding of science, American society, and the forces of irrationalism. (MVL)

ED 305 262 SE 050 476

Scharmann, Lawrence C.
The Influence of a Diversified Instructional Strategy on an Understanding of the Nature of Scientific/Evolutionary Theory.
Kansas State Univ., Manhattan. Center for Science Education.
PUB DATE- 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Biology; *College Science; Discussion (Teaching Technique); *Discussion Groups; *Evolution; Higher Education; Instructional Innovation; Misconceptions; *Scientific Attitudes; *Summer Programs; Teacher Effectiveness; *Teaching Methods

This study was designed to investigate the influence of a diversified instructional strategy to overcome misconceptions held by freshmen undergraduate students with respect to the nature of a scientific theory. The theory of evolution was selected because it is the most significant unifying theme within the discipline of biology. Two classes were pretested for background knowledge of evolutionary biology concepts, attitude regarding evolution, and an understanding of the nature of science. Intact groups received instruction from independent biology faculty members, both of whom agreed to make use of the same course outline and sequential introduction of topics. After having been exposed to an introductory lecture on the unit of evolution, the investigator provided the experimental group with an opportunity to discuss their positions regarding the theory of evolution. Discussion groups were asked to resolve potential conflicts arising among themselves and present a consensus opinion. The investigator further provided an interactive lecture/discussion to resolve misconceptions arising as a result of the small group discussions. Both groups were posttested using the same measures administered on the pretest. The analysis of between group posttest scores revealed no significant differences for evolutionary concepts; however, with respect to an understanding of the nature of science/attitude toward evolution, a significant difference was found for the experimental group. (CW)

ED 305 276 SO 019 725

Kneedler, Peter E.
Contemporary India. Fulbright Summer Abroad Program 1987. Curriculum Project.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 20 Feb 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques

(For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperation; *Cultural Education; Curriculum Development; *Foreign Countries; *Geography; Group Activities; *History; Instructional Improvement; Junior High Schools; Slides; Teaching Methods
IDENTIFIERS- *India

Consisting of an audio-visual series and study exercises for cooperative, interdependent learning opportunities, this curriculum project is designed to provide in-depth learning and to develop positive attitudes about India in junior high school students. The project can also be used to influence curriculum development and to acquaint teachers with the rich cultural and geographic diversity of India. The audio-visual series, "Images of Modern India," includes six slide programs averaging 12 minutes in length. The programs, which can be used together or independently, cover the following topics: "Cities of India"; "Architecture of India"; "The Children of India"; "Adults at Work"; "Art in India"; and "Transportation." The second part of the project involves the use of cooperative, interdependent classroom exercises. Seventeen group exercises are presented in the form of research questions dealing with diverse subjects. Students working in groups of four or less rely upon information from the audio-visual programs as well as their regular textbooks and other materials about India provided by the teacher. Emphasizing cooperative study and learning, most exercises require written documentation of group work and, if desired, group presentations or debates. Topics addressed include Indian geography, culture, art, village life, and population growth. Several exercises require students to compare life in India with that in the United States. One uses local and foreign newspapers to teach about Indian culture. Other questions deal with the caste system and the policies of Gandhi. (GEA)

ED 305 040 IR 013 716

Kunkel, Dale
Children and Television Advertising: Can the Marketplace Protect the Public Interest?
PUB DATE- 31 Oct 88
NOTE- 30p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Federal Regulation; Policy Formation; Preadolescents; *Public Policy; *Television Commercials; *Television Research; *Television Viewing; Toys; *Young Children
IDENTIFIERS- *Federal Communications Commission

This report surveys the basic research on how children understand and respond to television advertising messages in order to determine whether regulation is necessary. The implications of the research findings for likely marketplace developments in an unregulated environment are discussed, and it is concluded that there is no sound basis to expect that unregulated marketplace mechanisms will effectively limit the amount of advertising aimed at children. Policy alternatives for resolving this issue are then presented and discussed with emphasis on the following key issues: (1) whether the public interest requires the maintenance of advertising guidelines for children's programming; (2) whether children are sensitive to commercialization, and whether they will tend to switch from one channel to another to avoid overcommercialization; (3) whether competitive market forces will tend to place constraints on commercialization in children's programs, and how the amount of commercial time presented while limits were in effect would compare to the amount presented without such limitations; (4) policies that should be pursued to limit children's exposure to television advertising and how a policy limiting commercial content would affect the number and type of programs available for children; and (5) how the Federal Communications Commission (FCC) should address concerns about programs associated with toys. (65 references) (EW)

ED 305 083 IR 052 704

Szudy, Thomas; Pritchard, Linda L., Ed.
The Public Library and Literacy: A Community Based Approach. Occasional Paper Series 2, No. 3.
Ohio State Library, Columbus.
PUB DATE- May 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; *Community Education; Financial Support; *Government Role; Guidelines; *Library Role; *Library Services; Public Libraries; State Libraries; *Tutors
IDENTIFIERS- Laubach Literacy Action; Library Services and Construction Act; Literacy Volunteers of America Inc

This report presents the steps and actions that public libraries may take to begin to meet the needs for literacy training in their individual communities. Outlined are three major approaches that libraries can consider when addressing the literacy needs of their communities: (1) initiating a literacy program; (2) cooperating with an existing literacy program; or (3) establishing resource centers for literacy training and materials. An overview of existing literacy activity in Ohio is also provided, as well as an outline of practical actions that libraries may want to undertake in addressing their communities' literacy needs, and suggestions for working through anticipated problems. For further assistance, a selected bibliography of 10 references is presented. A checklist for implementing a new service and a list of six sources for literacy information are appended. (CGD)

ED 305 096 JC 890 112

Dickmeyer, Nathan; Cirino, Anna Marie
Statewide Financial Statistics. For Public Community and Junior Colleges 1987-88.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 281p.
AVAILABLE FROM- National Association of College and University Business Officers, One DuPont Circle, Suite 500, Washington, DC 20036-1178.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Educational Finance; *Expenditure per Student; *Financial Support; Income; National Surveys; Resource Allocation; School Statistics; State Aid; Student Costs; Tuition; Two Year Colleges

Developed to assist community college educators in analyzing their institution's financial performance in relationship to regional and statewide norms, this report presents financial data for fiscal year 1987-88 derived from a sample of 559 public community and junior colleges. Chapter 1 provides introductory information on the potential uses of the report and its limitations. Chapter 2 presents state and regional averages for: (1) total expenditures per credit full-time equivalent (FTE) student; (2) academic, administrative, and scholarship expenditures per credit FTE student; (3) expenditures for plant operation/maintenance and utilities; (4) total revenues, tuition, and fees per credit FTE student; (5) total state, and local appropriations per credit FTE student; (6) credit instructional faculty as a percentage of total staff; (7) percentage of faculty and staff employed part time; and (8) percentage of classes offered for credit by size of class.

Chapters 3 and 4 break these sets of data down further into medians and quartiles for four regional samples and for each state. Appendixes explain the study methodology, provide sample surveys, and list the participating colleges. (AJL)

ED 305 110 JC 890 141

Los Angeles Community Colleges Annual Report '88.
Los Angeles Community Coll. District, Calif.
PUB DATE- Feb 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Programs; Annual Reports; Articulation (Education); College Programs; Community Colleges; Community Services; Educational Facilities; *Educational Improvement; *Institutional Characteristics; *Multicampus Districts; Outreach Programs; *Program Development; School Community Relationship; Two Year Colleges

The 1988 annual report for the Los Angeles Community College District (LACCD) provides information on enrollments, achievements and improvements, financial statistics, and the economic impact of each of the district's nine campuses. An introduction lists the accomplishments of the LACCD as a whole, including enrollment gains in the fall and spring semesters, expansion of English as a Second Language and Amnesty programs, and the location of portable classrooms on LACCD campuses to accommodate students from several overcrowded high schools. The bulk of the report highlights 1988 events and accomplishments at each campus, including: (1) a series of fine arts and cultural programs at East Los Angeles College; (2) programs to extend educational access to working adults, disabled students, and foreign students at Los Angeles Harbor College; (3) participation of several campuses in the Project for Adult College Education; (4) the opening of a permanent campus for Los Angeles Mission College; and (5) the involvement of several campuses in articulation programs with the University of California at Los Angeles. Charts providing an enrollment profile and financial data conclude the report. (AAC)

ED 305 166 PS 017 882

Buchanan, Christy Miller
Hormone Concentrations and Variability: Associations with Self-Reported Moods and Energy in Early Adolescent Girls.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989). Based on a Ph.D. dissertation, University of Michigan.
GRANT- BNS-8608024
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Experience; *Females; *Physical Activity Level; *Physiology; *Preadolescents
IDENTIFIERS- *Hormones; *Moods; Puberty

Examined were relations between concentrations and variability of hormones (testosterone, estradiol, follicle stimulating hormone, and leutenizing hormone) and mood intensity, mood variability (within and across days), energy, and restlessness in early adolescent girls. The study also considered the issue of whether hormones have effects on mood outcomes independent of the effects of perceived pubertal status. Hormone and mood measures were obtained 3 days a week for 4 weeks from 25 girls 9 and 10 years of age. Self-reported pubertal status was also measured. Findings indicated that follicle stimulating hormone (FSH) concentrations were positively associated with mood variability during the month, even when controlling for perceived pubertal status. FSH concentration also showed positive relationships to variability of energy and restlessness during the month. Lower estradiol concentrations and higher variability of estradiol and FSH predicted more "within day moodiness." Although FSH was positively related to intensity of moods, these associations disappeared when controlling for perceived pubertal status. Possible explanations for the relationships are discussed, as are models for understanding the associations among perceived pubertal status, hormonal activity, and mood and behavior outcomes. References and 11 tables are provided. (RH)

ED 305 180 PS 017 904

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Process Evaluation Report, 1988-89.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Apr 89
NOTE- 30p.; For related document, see PS 017 900.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; Cognitive Development; *Formative Evaluation; Language Acquisition; Parent Education; Parent Participation; *Preschool Education; *Program Development; *Program Effectiveness; Program Evaluation; Psychomotor Skills; *Public Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

During the first half of the 1988-89 school year, the Chapter 1 Prekindergarten Program of the School District of the City of Saginaw, Michigan, screened 488 children and served 446. Process evaluation data on cognitive, psychomotor, parent participation, education, language development, and scheduling activities in 13 classrooms revealed that: (1) except for grouping and regrouping, activities to meet daily objectives were taking place; (2) a record of parent participation was maintained in all sites; (3) labels were posted on objects throughout classrooms to help children recognize words; (4) language-related displays, such as lists and experience stories, were readily apparent in each classroom; (5) teachers varied widely in their employment of language production and enhancement techniques; (6) a review of "pat" phrases used by teachers indicated that affective as well as cognitive and psychomotor activities were taking place; and (7) wide variation in methods used to schedule center-to-center free play was observed. Findings indicated that while some areas needed improvement, the program was generally operating as planned. Recommendations for program improvement are offered. Two appendices provide the number of participants by building and the prekindergarten activity observation checklist. (RH)

ED 305 193 RC 016 995

Rhodes, Lewis A.
Technology as a Leadership Tool.
PUB DATE- 88
NOTE- 5p.; Paper presented at the Small School District and Rural District Forum Summer Conference, American Association of School Administrators Brainard, MN, August 5-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Administrator Responsibility; *Decision Making; Decision Making Skills; *Information Dissemination; Information Networks; Information Utilization; *Leadership; Leadership Responsibility

Information is the framework connecting technology, leadership, and the common work of education, namely, responsive situational decision making. Decisions are based upon some form of information perceived, taken in, and acted upon. The ways that administrators and teachers process information is the variable associated with effective educational leadership. Schools are effective to the extent that they provide access to information at the time and place it is needed. Psychologist Edwin Deming's premise that the quality of a product is directly influenced by the frequency of informed interaction between a caring worker and that product can be applied to education. Feedback about the effects of previous decisions is probably the most valuable information in educational decision-making. Isolated practitioners (one teacher in a classroom, one principal in a building, one superintendent in a district) have restricted access to such data for self-correction. Ways to help generate and gain access to these types of information are being explored to help individual decisionmakers generate learnings from their own experiences, to orient and align their decisions to those of others in the organization, to break down the invisible limits on what is perceived as acceptable and possible, and to facilitate self-correction. Technology can provide ways to make needed information more comprehensive and accessible. Practical non-futuristic methods are available to provide this access through telecommunications and computer technologies. (ALL)

ED 305 206 RC 017 019

Interstate Migrant Education Council: A Special Project of the Education Commission of the States. Annual Report 1987-1988.

SPONS. AGENCY- Education Commission of the States, Denver, Colo.
PUB DATE- 88
NOTE- 19p.; Prepared by the Interstate Migrant Education Council. For 1986-1987 report, see RC 017 000.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; Conferences; Educational Legislation; High Risk Students; Information Dissemination; Institutional Cooperation; *Interstate Programs; *Migrant Education; Migrant Problems; *Migrant Programs; Political Issues
IDENTIFIERS- *Interstate Migrant Education Council

Planning and implementing the National Forum for Youth At Risk, extensive work on reauthorization legislation, and dissemination of research and information on migrant education were the major accomplishments of the Interstate Migrant Education Council's (IMEC) 1987-88 project year. IMEC's members, representing 17 states with 85 percent of the nation's rural migrant youth, were engaged in a variety of activities aimed at increasing the awareness of migrant students' needs among legislators, educators, and business leaders. The overall goals set by IMEC are aimed at increasing awareness of the needs of migrant students among all sectors of society, facilitating interstate cooperation among migrant education programs, and developing unique means to minimize the difficulties faced by the migrant student population. A host of activities over the past project year resulted in major achievements by IMEC, including: planning and implementation of the National Forum for Youth At Risk; collaboration with the National Association of State Directors of Migrant Education on recommendations for Chapter I reauthorization; distribution of "Migrant Education: A Consolidated View," the most comprehensive research effort yet undertaken by the IMEC; coordination of efforts with major education organizations; maintenance of linkages with federal programs and agencies; coordination with other migrant programs; participation in state-based workshops, conferences, and meetings; and publication of articles on migrant education. Two states, Kansas and New Mexico, were added to the membership in 1987-88. Priorities during 1989 will include early childhood services, the transition from secondary to post-secondary education, and migrant education funding. (TES)

ED 305 248 SE 050 453

Baird, William E.; And Others

Correlates of Student Performance in the Science Olympiad: The Test of Integrated Process Skills and Other Variables.

PUB DATE- 89
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Games; *Problem Solving; Process Education; Science Activities; Science Instruction; Science Interests; Science Tests; Scientific Concepts; *Scientific Literacy; Scientific Methodology; Secondary Education; *Secondary School Science; *Secondary School Students; Technological Literacy
IDENTIFIERS- *Science Olympiad; Test of Integrated Process Skills

The Test of Integrated Process Skills (TIPS) was administered to 667 students in grades 9-12 who were registering to participate in a regional science Olympiad on a southern university campus in February 1988. Each student's score on the test was correlated with subsequent performance in one or more of the 11 Olympiad events. Of the 667 students who participated in the Olympiad, 404 had usable scores on the TIPS. Five of the 22 events produced Spearman rank-order correlations with TIPS scores which were significant. These events were Bio-Process Lab, Designer Genes; Measurement Lab, Periodic Table Quiz, and Science Bowl. An additional three events (A is for Anatomy, Topographic Map Reading, and The Pentathlon) produced significant correlations. Descriptions of scoring criteria for events which produced significant correlations provide limited support for the predictive validity of the TIPS in forecasting student performance in skills based science competitions such as the Olympiad. Results indicate that type of school, number of previous Olympiads attended, and number of science courses completed produce significant correlations with rankings in some Olympiad events. No significant correlations were found between age, race, grade level, and student enrollment in school with rankings in any Olympiad events. (Author/MVL)

ED 305 309 SO 019 797

Haas, Mary E.
An Analysis of the Geographic Concepts and Locations in Elementary Social Studies Textbooks Grades One Through Four.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Elementary Education; Fundamental Concepts; *Geographic Concepts; Geographic Location; Geography Instruction; Map Skills; Primary Education; *Social Studies; *Textbook Content; *Textbook Evaluation; Textbook Research

An examination of five social studies textbook series for grades one through four reveals a lack of consistent application of geographic concepts from publisher to publisher as well as a lack of reinforcement of previous learning within the individual series. This disjointed presentation of textbook materials contributes to a disjointed learning process and hinders the transfer of learning. The absence of commonly used concepts also has serious implications with regard to identifying reasonable questions and answers for standardized achievement tests. The five specific aspects examined which reveal these disparities are: (1) the number of geographic concepts used in geographic textbooks compared to other social studies disciplines; (2) the geographic concepts actually used in the texts; (3) a comparison of the general geographic concepts used with the fundamental geographic concepts; (4) the most frequently appearing geographic concepts in the textbook; and (5) a comparison of the National Council for Geographic Education and the Association of American Geographers list of recommended concepts to be taught in elementary grades with the most frequently cited concepts used in the five series. This examination also reveals considerable variation in presentation of place locations, maps, and map reading skills. The variety of places in the world does not correspond with the Guidelines for Geographic Education's emphasis on learning about local geography from first hand experience. Tables referring to the five aspects examined in the texts, references, and a list of the texts examined are included. (PPB)

ED 305 324   SO 020 052

Merrick, Thomas W.; And Others
World Population in Transition.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Apr 86
NOTE- 57p.; Photographs and graphics using color may not reproduce clearly.
AVAILABLE FROM- Population Reference Bureau, Circulation Department, 777 14th Street, NW, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Birth Rate; *Developed Nations; *Developing Nations; Living Standards; Population Growth; *Population Trends; World Problems
IDENTIFIERS- Fertility Values

This issue discusses world population trends and their implications for more and less developed countries. There have been two periods of major population expansion since 1750 with the first lasting almost 200 years and the second surge occurring after World War II. Growth rates in industrialized countries are now very low with fertility below replacement levels. High growth rates persist in sub-Saharan Africa and parts of Latin America and South Asia, but indications exist that these regions will soon follow the world trend toward lower growth rates. The fact that the projected increase in the world population growth will come in less developed countries (LDC) raises the possibility that population growth will restrict efforts to raise living conditions among the LDCs' poorer populations. Organized efforts to increase access to family planning information and supplies are associated with significant increases in contraceptive prevalence and declining fertility in LDCs. Since organized interventions to increase family planning awareness involve basic and often conflicting human values, population policy remains a controversial area. Graphs, charts, black and white photographs, and a 20-item selected bibliography are included. (DJC)

ED 304 940 FL 017 897

de Castaneda, Viann Pedersen

An Attainable Global Perspective.

PUB DATE- Apr 88
NOTE- 16p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; *Business Administration Education; *Cross Cultural Training; French; German; *Global Approach; Higher Education; *International Trade; Internship Programs; Languages for Special Purposes; *Program Content; Second Language Instruction; Spanish
IDENTIFIERS- *Concordia College at Moorhead MN

Concordia College (Minnesota) has established a global studies curriculum that encourages the development of a global perspective in future business leaders. Global perspective is seen as having five dimensions: (1) perspective consciousness; (2) "state of the planet" awareness; (3) cross-cultural awareness; (4) knowledge of global dynamics; and (5) awareness of human choices. Concordia's curriculum combines business with foreign language studies, in Spanish, French, or German. Undergraduate course requirements for the Spanish emphasis include principles of accounting, intermediate accounting theory, principles of economics, managerial finance, statistics for economics and business, Hispanic culture and communications, advanced Spanish conversation and composition, business Spanish, and Latin American views. In combination with the liberal arts requirements, at some point during the course of study, students are exposed to the first dimension, perspective consciousness. This dimension is narrowed and focused for each language area and includes "state of the planet" and cross-cultural awareness in the business language course. Students are then eligible to apply for a semester of internship abroad. Overseas coordinators establish and maintain ties with corporations, locate housing, and advise students during their period abroad. (MSE)

ED 304 984 HE 022 287

Alabama Commission on Higher Education. Annual Report 1987-88.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Jan 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Educational Assessment; *Educational Finance; Financial Support; Grants; *Higher Education; Planning Commissions; Research; *State Aid; *State Programs; State Surveys; Statewide Planning; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Alabama; Guaranteed Student Loan Program

Activities of the Alabama State Commission on Higher Education are described. Three sections discuss the following: (1) planning and coordination activities (unified budget recommendation, statewide planning process, research and service program inventory, new program approval, off-campus instruction, non-resident institutional review, conference on assessment in Alabama higher education, and publication of statistical information); (2) state level support activities for higher education (Eminent Scholars Program, Alabama Universities--TVA Research Consortium, Experimental Project to Stimulate Competitive Research, Alabama Industrial Council on Engineering Education, Network of Alabama Academic Libraries, Academic Common Market, and Title II of the Education for Economic Security Act); and (3) student financial assistance activities (Alabama Guaranteed Student Loan Program, Alabama Student Grant Program, Alabama Student Assistance Program, Emergency Secondary Education Scholarship Program, State of Alabama Chiropractic Scholarship Program, Alabama National Guard Educational Assistance Program, Police Officer's & Firefighter's Survivor's Educational Assistance Program, and summary chart on state supported student assistance). Highlights of the accomplishments of the year 1987-88 include approval of a set of comprehensive policies for higher education and an agreement by the colleges and universities and the Commission on a division of the state's money available for higher education. (SM)

ED 305 055 IR 013 731

Haring, John; Levitz, Kathleen
The Law and Economics of Federalism in Telecommunications.
PUB DATE- Oct 88
NOTE- 14p.; Paper presented at the Telecommunications Policy Research Conference (16th, Airlie House, Warrenton, VA, October 30-November 1, 1988). For other papers of this conference, see IR 013 715-735.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Court Litigation; Decision Making; *Economics; *Federal Regulation; *Federal State Relationship; *Telecommunications; *Telephone Communications Industry
IDENTIFIERS- Communications Act 1934; *State Regulation

In this paper, the tools of legal and economic analysis are used to analyze the division of decision making authority between state and federal regulators of telecommunications policy. First, the principles of welfare economics are applied to the problem of defining appropriate jurisdictional boundaries. The results of this analysis are normative statements relevant to the problems of identifying a set of legal arrangements or policy rules to maximize economic welfare. Second, the way decisions are actually made is analyzed, and recent law cases resolving jurisdictional disputes arising under the 1934 Communications Act is reviewed. (16 footnotes) (EW)

ED 305 138 PS 017 845

The First Sixty Months: The Next Steps. A Guide to Implementation. Focus On Series.

Council of State Governments, Lexington, Ky.; National Governors' Association, Washington, DC. Center for Policy Research and Analysis.

PUB DATE- Nov 87
NOTE- 58p.; For related document, see ED 275 404.
AVAILABLE FROM- National Governors' Association, Attention: Publications, 444 North Capitol Street, Suite 250, Washington, DC 20001 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *High Risk Persons; *Infants; *Preschool Children; Preschool Education; Prevention; Program Descriptions; *Social Indicators; State Action; State Norms; Tables (Data); *Well Being

The second in a series, this volume highlights 18 indicators of children's well-being in the 50 states and presents case studies of 5 states' strategies to prevent various problems among the birth to 5-year-old population. Indicators are grouped according to factors that may place young children at risk; these include: (1) mandatory kindergarten attendance; (2) poverty; (3) health status; (4) age, welfare, and employment status of mothers; (5) participation in state and federal support programs; and (6) indicators of long-term dependency. Statistical tables provide information for each indicator by national region/state. Case studies concern Illinois' Ounce of Prevention Fund, Maine's children's deaths initiative (the "Governor's Agenda for Children"), Missouri's Parents as Teachers Program, New Jersey's HealthStart initiative, and South Carolina's Interagency Early Childhood Development and Education Council. The case studies, which are based on interviews with key respondents, provide a record of how the states identified problems, developed a programmatic response, built public support, generated interagency cooperation, garnered cooperation from the business community, secured legislative approval and funding, implemented and monitored programs, and conducted evaluations. The case studies offer a generic blueprint and strategic lessons for other states seeking to implement primary prevention programs. Additional indicators for which states should collect data are identified. (RH)

ED 305 152 PS 017 867

Smith, Douglas C.
Children of China: An Historical Inquiry Into the Relationship between Chinese Family Life and Academic Achievement.
SPONS. AGENCY- Pacific Cultural Foundation, Taipei (Taiwan).
PUB DATE- Feb 89
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Child Rearing; *Children; Comparative Analysis; *Cultural Differences; Cultural Traits; *Family Life; Foreign Countries; Parent Responsibility; Parent Role; *Socialization
IDENTIFIERS- Chinese People; Cultural Change; *Taiwan

The purpose of this essay is to explore the relationship between the home life and child rearing techniques of Chinese families in Taiwan, and the academic readiness and achievement of the children of these families. Research reveals that Taiwanese children, both individually and in a group, are among the highest achievers in all international comparisons of educational attainment. A number of studies suggest that the child rearing milieu in modern Taiwan provides a natural experiment that may suggest alternatives to the Western model of child rearing. Family life was the central institution in traditional China; it continues to play a major role in the life of modern Taiwanese and interacts directly with the educational processes of the island society. In modern Taiwan, as in traditional dynastic China, the family's reason for being is the children. A Chinese father and mother have no greater pleasure than to see their son or daughter succeed in school and be admitted to a good university and career. These notions are placed in historical, social, cultural, and comparative contexts in the present work. The discussion provides a synthesis of findings from the scientific literature, surveys, field-based observations, and personal experiences. Approximately 70 references are cited. (RH)

ED 305 233 SE 050 411

Wilson, Cathy, Comp.
Better Science: Assessing Progress. Curriculum Guide 11.
School Curriculum Development Committee, London (England).; Secondary Science Curriculum Review, London (England).
SPONS. AGENCY- Association for Science Education, Cambridge (England).
REPORT NO.- ISBN-0-435-54821-2
PUB DATE- 87
NOTE- 35p.; For the curriculum review see SE 050 400; for other curriculum guides in this series see SE 050 401-412.
AVAILABLE FROM- Heinemann Educational Books, Inc., Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom ($44.40 English pounds per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Instructional Development; Instructional Improvement; *Science Curriculum; Science Departments; Science Education; Science Instruction; Science Teachers; *Secondary School Science
IDENTIFIERS- *United Kingdom

This publication is one in a series of 12 giving the recommendations that were made for a broad and balanced education program in science for young people. This guide aims to raise key issues about assessment; provides a measure of up-dating with regard to development; encourages science teachers and departments to reflect on their current practice; and is based on the belief that there is a need to change the emphasis towards formative, criterion-referenced assessment with greater involvement of the young person. Section one deals with overview groups, overt and implied assessment groups, and the total package groups. Section two considers GCSE, grade related criteria, achievement, graded assessment, accreditation, and assessment of practical work. Section three presents learning about assessment and section four gives recommendations. An introduction, a glossary, additional readings, references, appendices on graded assessment in science schemes, and pre-vocational and other developments are also provided. (RT)

ED 305 293 SO 019 763

Anderson, Stanley D.

Implementing a Social Studies Critical Thinking Curriculum To Improve the Performance of Middle School Students.

PUB DATE- 88
NOTE- 144p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Critical Thinking; Curriculum Development; Elementary Secondary Education; *Improvement Programs; *Middle Schools; *Performance; Questionnaires; *Social Studies; Surveys
IDENTIFIERS- *Florida

This practicum concentrated on the need for a social studies critical thinking continuum in the middle school. An oral interview with personnel in one Florida school district's Social Studies Program Development Department revealed that a critical thinking continuum did not exist. A review of the literature on critical thinking indicated that many people in the field supported the inclusion of these skills in the curriculum. The study's goals were: (1) to extend and enrich the methodology of teaching social studies; (2) to expose students to techniques in applying critical thinking skills; and (3) to create a program that would blend with, not eliminate, the social studies curriculum. The study involved: (1) distributing a curriculum analysis survey to 40 middle school social studies teachers; (2) developing appropriate lesson plans that were correlated to the Florida State Department of Education's Uniform Student Performance Standards; (3) meeting with eight middle school principals to gain their support and acceptance of the program; (4) conducting a 10-hour workshop for teachers and department chairpersons; (5) providing procedures, lesson plans, data collection forms, methodologies, and practice in designing instructional strategies; (6) conducting follow-up visitations to observe and provide assistance; (7) supervising and maintaining the program; and (8) developing and administering an evaluation component. The results of the program were positive. An analysis of the program revealed that students with the ability to apply thinking skills do show an improvement in their performance. More than 63 percent of the students met the criteria for success when the scores of a pretest-posttest questionnaire were compared. Teachers, department chairpersons, and principals rated the program as desirable and appropriate and recommended that it be expanded. Charts, figures, tables, and 33 references, along with 12 appendices that contain various questionnaires and survey instruments, are included. (Author/JHP)

ED 304 955 HE 022 241

The Unique Role and Mission of Historically Black Colleges and Universities. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session (Durham, North Carolina).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 12 Sep 88
NOTE- 130p.; Serial No. 100-98.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Achievement; *Black Colleges; Black Education; Educational Legislation; *Federal Legislation; Hearings; Higher Education; Minority Groups; Policy Formation; *Public Policy; State Colleges
IDENTIFIERS- Congress 100th; Proposed Legislation

The Committee on Education and Labor oversight hearing on historically black colleges and universities focused on their unique role and mission in the United States. Colleges created to serve black Americans have existed for over 135 years, and during this time, they have demonstrated their ability to meet the special needs of black students. There are currently just over 100 such colleges, and they enroll nearly 20% of all black Americans attending college. Though funding problems have made several of these institutions close their doors, recently they have enjoyed a resurgence of strength and popularity. This hearing looks closely at the outcome of the nation's investment in black colleges and universities to better understand what is happening on their campuses today and to explore their future needs. Statements are presented from Congressmen Pat Williams, Tim Valentine, and Major Owens as well as several members of panels on Financial Assistance for Student and Faculty Development. It is recommended that a commission on black education rather than on higher education be considered. Prepared statements and supplementary materials from 14 representatives of black colleges are included. (SM)

ED 304 969 HE 022 272

Douglas, Joel M., Ed.
"Yeshivawatch"--Year Nine.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Nov 88
NOTE- 10p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Ave., Box 322, New York, NY 10010 ($25.00 annual subscription, $5.00 single copy, free to Center members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Administrators; *Collective Bargaining; College Administration; *College Faculty; *Court Litigation; Employer Employee Relationship; Higher Education; Labor Relations; Managerial Occupations; Supervision
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

Developments are traced in 11 of the most recent court cases based on the decision in National Labor Relations Board v. Yeshiva University (1980), which held that faculty at Yeshiva University were managerial employees and not entitled to bargain collectively under the protection of the National Labor Relations Act. The Yeshiva claims described here include disposition of pending litigation, disposition of newly initiated Yeshiva claims and public sector Yeshiva claims. In addition, a chart summarizing the key points and disposition of all Yeshiva-related claims is provided. (KM)

ED 304 998 HE 022 305

Wergin, Jon F.
Consulting in Higher Education. Principles for Institutions and Consultants.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
REPORT NO.- ISBN-0-911696-44-X
PUB DATE- 89
NOTE- 40p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Collegiality; *Consultants; Consultation Programs; Higher Education; Institutional Administration; Long Range Planning; Professional Associations; Professional Services; Referral
IDENTIFIERS- *Association of American Colleges; Project Lodestar

A guide to consulting in higher education designed for consultants and college personnel interested in engaging consultants is provided. It is based on principles distilled from actual consultation experiences in college settings. In 1980, the Association of American Colleges (AAC) began a consulting service for member organizations (Project Lodestar, which led to their Consultation Assistance Service that identifies well-qualified consultants for AAC member institutions). Each of the two sections, designed for institutional personnel contemplating an external consultation and for prospective consultants themselves, contains 10 principles drawn from the Lodestar evaluation studies. In section one, they include asking why a consultant is needed, defining what the consultation is supposed to do, noting the most appropriate consultation format, selecting consultants carefully, and ensuring administrative support. In section two, they include knowing the institutions prior to going on campus, knowing who the client is, clarifying expectations, respecting the institution's statement of the problem, and encouraging broad faculty involvement. The most successful cases followed all of the principles, and the least successful ones followed few or none of them. Institutions have the right to expect the consultants to be objective and sensitive to their character. Consultants have the right to expect institutions to be open about their goals and role expectations. Contains 13 references. (SM)

ED 305 012 HE 022 331

Caruthers, J. Kent; Marks, Joseph L.
A Summary of State Funding of Higher Education for Quality Improvement: SREB-State Trends and Actions.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 21p.; For related documents, see HE 022 327 and HE 022 330.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., NW, Atlanta, GA 30318-5790 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Educational Finance; Educational Improvement; *Educational Quality; Expenditures; *Financial Support; Full State Funding; Higher Education; Income; *State Aid; *State Colleges; Student Financial Aid; Teacher Salaries
IDENTIFIERS- *United States (South)

The findings of the Southern Regional Education Board (SREB) study of state funding levels and funding methods, covering the period of 1980 to 1987, are summarized. The study reveals that the rate of increased financial support for public colleges and universities from state and local governments in most SREB states has been below the rate of increase nationwide. Per-student state and local funding has not kept up with inflation in most of the states. Salary increases for full-time faculty have not kept pace with either the rates of increase nationwide nor with the rate of increase in per capita income in most states. The proportion of state budgets going to public higher education has declined in nearly all the states. Students are bearing a growing share of costs in most states, while tax funds cover less than before. Specific findings are reported in the following areas: actual financial support, relative priority of higher education funding, changes in public higher education funding strategies and methods, states' ability to pay, states' willingness to pay, and the demand for public higher education services. Charts illustrate findings in each area, and a table is appended showing state appropriations for public higher education for full-time-equivalent students, 1980 through 1987. (KM)

ED 305 026 HE 022 356

Information Technology: Making It All Fit. Track I: Policy and Planning.

CAUSE, Boulder, Colo.

PUB DATE- 89

NOTE- 70p.; In: Information Technology: Making It All Fit. Proceedings of the CAUSE National Conference; see HE 022 355.

AVAILABLE FROM- CAUSE Exchange Library, 737 Twenty-Ninth Street, Boulder, CO 80303 (individual papers available for cost of reproduction).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrative Policy; Change Strategies; *College Administration; *College Planning; Computer Uses in Education; Decentralization; Higher Education; *Information Technology; Long Range Planning; Management Information Systems; Private Colleges; State Universities; Two Year Colleges

IDENTIFIERS- California Polytechnic State University; CAUSE National Conference; Decision Support Systems; Executive Information Systems; Maricopa County Community College District AZ; University of Arkansas Fayetteville; University of Miami FL; University of Tennessee Memphis; Virginia Commonwealth University

Seven papers from the 1988 CAUSE conference's Track I, Policy and Planning, are presented. They include: "Developing a Strategic Plan for Academic Computing" (Arthur S. Gloster II); "New Technologies Are Presenting a Crisis for Middle Management" (M. Lewis Temares and Ruben Lopez); "An Information Utility: The Light, Gas, and Water for Information Services" (Frank C. Clark); "The Shortest Distance...: Information Technology Navigation" (Frank A. Medeiros); "Accessing Information for Decision Making: A Tool Kit Approach" (Judith W. Leslie, Jason A. Pociask, and Andrew Alexander); "Developing Data Access Policies in a Decentralized Administrative information Systems Environment" (Bruce D. Batchelder and William M. Gleason); and "Survival Skills for the Computer Center in the University of the Future" (Robert E. Zimmerman). (SM)

ED 305 069 IR 052 681

Level 3 Accessions (Documents Not Available from EDRS in Microfiche or Paper Copy). Cumulative List Covering the Period November 1966-December 1988.

ERIC Processing and Reference Facility, Bethesda, Md.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 68p.
AVAILABLE FROM- ERICTOOLS, ERIC Processing and Reference Facility, 2440 Research Boulevard, Suite 550, Rockville, MD 20850 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Information; Bibliographic Databases; *Information Services; *Information Storage; *Microfiche; *Reprography; *User Needs (Information)
IDENTIFIERS- *ERIC

This report provides a list of 26,654 Level 3 documents, i.e., documents that have been announced in Resources in Education (RIE) which the authors have not granted ERIC permission to reproduce in either microfiche (Level 2) or microfiche or paper copy (Level 1). These documents are neither included in the ERIC Microfiche Collection nor available from the ERIC Document Reproduction Service (EDRS). The purpose of this list is to provide users with a cumulative list, by ERIC document number (ED), covering the period from November 1966 through December 1988, of all those items that are not available through the ERIC system. It is noted that: (1) the list of Level 3 accessions--numbered in succeeding order--can be used to validate a missing microfiche, i.e., to prove that it is legitimately missing rather than lost or misfiled; (2) the list can also be used to validate document orders going to EDRS; (3) no items on this list can be ordered from EDRS, since EDRS has neither the master microfiche nor permission to reproduce them; and (4) all Level 3 accessions carry a note in the announcement in RIE that specifies an external source of availability. A summary table which precedes the master list of Level 3 documents provides the number of the accessions and percentage of each level of availability of ERIC documents for each year of the ERIC file for the period covered. (CGD)

ED 305 124 JC 890 156

Belcher, Marcia J.
Performance of Students Retaking the CLAST in June 1986. Research Report No. 86-29.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Sep 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Community Colleges; *Educational Testing; Essay Tests; Reading Tests; Standardized Tests; State Surveys; *Student Characteristics; *Test Results; Two Year Colleges; *Two Year College Students; Writing Evaluation
IDENTIFIERS- *College Level Academic Skills Test

In June 1986, 281 Miami-Dade Community College (MDCC) students rewrote one or more sections of the College Level Academic Skills Test (CLAST) because, with few exceptions, they did not pass on a previous administration. A study was conducted to investigate the performance of these students on the four CLAST subtests and to compare their performance with state norms. Study findings included the following: (1) both statewide and at MDCC, the essay subtest was the most commonly retaken, followed by the writing subtest; (2) 79% of the MDCC students retaking the writing test passed, as did 81% of those retaking the reading test, 47% of those retaking the essay test, and 64% of those retaking the computation test; (3) compared to statewide averages, MDCC students had higher passing rates in writing, similar passing rates in reading, and lower passing rates in computation and on the essay; and (4) the percentage of community college students passing the CLAST was consistently higher than that of State University students. (AAC)

ED 305 220 SE 050 390

O'Connell, Susan M., Ed.; And Others

The Best Science Books & A-V Materials for Children.

American Association for the Advancement of Science, Washington, D.C.
REPORT NO.- ISBN-0-87168-316-4
PUB DATE- 88
NOTE- 343p.; Items selected from "Science Books & Films" magazine.
AVAILABLE FROM- AAAS Books, P.O. Box 753, Waldorf, MD 20604 ($20.00, $16.00 for AAAS members).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agriculture; *Audiovisual Aids; Biological Sciences; *Computer Software; *Computer Uses in Education; Courseware; *Elementary School Science; Elementary Secondary Education; Engineering; *Mathematics; *Sciences; Secondary School Science; Technology; Zoology
IDENTIFIERS- BASIC Programing Language; LOGO Programing Language

Some scientists and science educators believe that the most effective strategy for raising science literacy among future workers and voters is to focus on the youngest members of the public. The reviews in this publication were undertaken to increase public understanding and appreciation of the importance and promise of the methods of science in human progress. This publication is directed towards librarians, teachers, and parents who are concerned about science information and education for children 5 through 12 years of age and covers science and mathematics books, films, filmstrips, and videocassettes. These materials cover the life and physical sciences, mathematics, engineering and technology, medicine, and the social and behavioral sciences. A wide range of topics is covered including science museums, environmental problems, careers in science, oceanography, insect culture, robots, and the ancient world. Audiovisual materials include such diverse topics as energy and resources, chemical interactions, meteorology, aquatic environments, zoological sciences, medicine, and engineering. The indexes list authors, titles and subjects, series titles, and distributors. Availability and cost information are provided in the annotations. (RT)

ED 305 277 SO 019 729

Petrie, James
Global Awareness Test.
Global Education Centre, Fredericton (New Brunswick).
PUB DATE- Nov 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires,

Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Geography; *Global Approach; *Grade 9; Longitudinal Studies; Pretests Posttests; Secondary Education; *Social Studies; *Student Improvement
IDENTIFIERS- *Canada; New Brunswick

The paper discusses the Global Awareness Test administered to 6,396 grade 9 students in New Brunswick, Canada at the beginning and end of the 1987 school year. The test was designed to better assess the impact of the grade 9 social studies program and the activities of New Brunswick's Global Education Centre. By comparing the results of the pre- and post-tests, changes in student attitudes and knowledge were observed. The first part of the test required students to identify the location of various countries included on a world map. The second part of the test measured student awareness of Canadian geography, economics, and politics. Part three of the test assessed student knowledge of the world generally, borrowing heavily from a U.S. study by Pike, Lewis, et al. Part four examined student knowledge about specific countries or cultural regions. These regions (China, the Middle East, Japan, India, Africa, Western Europe, and Latin America) were chosen because teachers selected five of them for inclusion in their course of study. The final portion of the test measured student attitudes toward several global issues. Attitudinal changes over the year were those generally sought by global education proponents. The study compared the results of Canadian students to those of eighth grade U.S. students as reported by Pike, Lewis, et al. A copy of the test with student answers as percentages, allowing quick comparison between the pre- and post-tests, is included. (GEA)

ED 305 263 SE 050 477

Esquivel-Alfaro, Juan Manuel; Diaz-Solis, Sofia Maria
Science Achievement of Costa Rican Sixth Grade Students and Its Relationship with Selected Variables.
PUB DATE- 89
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Criterion Referenced Tests; *Elementary School Science; Foreign Countries; Grade 6; Intermediate Grades; *Science Tests
IDENTIFIERS- *Costa Rica; *Science Achievement

This study had three purposes. First, to develop and validate a criterion-referenced test to measure science knowledge of students who finished the second cycle of the Basic General Education (6th grade). Second, to assess the performance of the entire Costa Rican population of sixth graders and, third, to analyze the results according to some selected variables. The tests were administered to the entire population of Costa Rican sixth graders. A total of 34,862 usable answer sheets were collected. Looking at the data by region, the same seven objectives were mastered by 50 percent or more of the students in 14 out of the 17 regions. Different results were obtained from comparing schools by size. Analyzing the means per objective, it can be concluded that the larger the school, the higher the means. (CW)

DOCUMENT RESUME

ED 305 325 SO 020 057

Weston, David
Teaching about Inner Asia. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-89-3
PUB DATE- Apr 89
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Asian Studies; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Instruction; *Social Studies; *Teaching Methods
IDENTIFIERS- *Asia (Central); ERIC Digests

This ERIC Digest discusses: (1) reasons for learning about Inner Asia; (2) how to include Inner Asia in the curriculum; and (3) strategies for teaching about Inner Asia. U.S. students have difficulties in interpreting current events that occur in this region, because they lack knowledge of the history, geography, and cultures of Inner Asia. This digest provides a brief description of Inner Asia's characteristics and considers methods of integrating the study of Inner Asia into elementary and secondary school social studies curriculums. Selected teaching strategies include the use of: (1) newspapers; (2) various Asian cultures' comparisons; (3) arts, crafts, music, and literature sources; (4) map exercises; (5) biographical studies of Inner Asian heroes; and (6) classroom instruction on the effects of various political systems, such as communism, socialism, or nationalism, on the peoples of Inner Asia. Fourteen references and ERIC resources are included. (JHP)

DOCUMENT RESUME

ED 305 341 SP 031 017

Pigge, Fred L.; Marso, Ronald N.

Academic, Affective, and Personal Attributes of Successful Student Teachers.

PUB DATE- Feb 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, Mo, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Affective Behavior; Elementary Secondary Education; Higher Education; *Locus of Control; Personal Autonomy; Preservice Teacher Education; *Student Characteristics; *Student Teachers; *Teacher Effectiveness

The influences of students' (N=152) academic, affective, and personal attributes on their success in student teaching (as measured by university supervisors' ratings) were examined in this study. It was found that the following student attributes were related to their student teaching performance: (1) their total university and their education cumulative Grade Point Averages (GPAs) earned prior to student teaching; (2) their anxiety about teaching scores; (3) their Rotter's Locus of Control scores; and (4) their Myers-Briggs' judging-perceptive personal preference. The more successful student teachers were elementary or secondary majors and male or female who were good learners (high earned GPAs) with low anxiety about teaching, who perceived themselves as having a rather high degree of (internal) control over their world, and who were likely to display a (Meyers-Briggs' judging versus perceptive attitude) preference for a planned and orderly rather than a flexible and spontaneous life style. (Author)

DOCUMENT RESUME

ED 305 357 SP 031 076

The American Teacher 1988: Strengthening the Relationship between Teachers and Students. The Metropolitan Life Survey.

Harris (Louis) and Associates, Inc., New York, N.Y.; Metropolitan Life Insurance Co., New York, N.Y.

PUB DATE- 88

NOTE- 166p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Job Satisfaction; *Minority Group Teachers; Professional Recognition; Questionnaires; Research Methodology; Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Morale; Teacher Salaries; *Teacher Student Relationship; *Teaching Conditions; Trend Analysis

This survey is based on interviews with a nationally representative sample of 1,208 teachers, including an oversample of minority teachers in the nation's public schools. Over 2,700 school children in grades 4 through 12 were also interviewed, allowing for a comparison of teachers' and students' perceptions. The focus of the survey is on how teachers and students view their schools, the learning process, and one another. The survey also pinpoints key trends in the teaching profession, including changes in teachers' salaries, morale, and job satisfaction. In addition, the survey identifies ways to increase the number of minority teachers in the profession. Appendixes present the survey methodology, index construction, and questionnaires. (JD)

DOCUMENT RESUME

ED 305 372 TM 012 864

Kaufman, Steven
Schools and Staffing Pretest Methodology Analysis. Technical Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-115
PUB DATE- Dec 88
NOTE- 16p.; Data Series: SP-SAS-87-9.3.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; Evaluation Methods; Feasibility Studies; Formative Evaluation; *National Surveys; *Pretesting; Private Schools; Public Schools; *Research Methodology; School Statistics; *School Surveys
IDENTIFIERS- National Center for Education Statistics

As a step in combining three of the Elementary and Secondary Education surveys of the National Center for Education Statistics to produce one database linking local education agencies, schools, and teachers, the merged procedures and collections forms were pretested. Different methods were tested by splitting the pretest sample of 220 public schools and 75 private schools into five treatment subsamples and using a different methodology in each subsample. The different methodologies addressed the following questions: (1) Should the principal designate a school coordinator to coordinate collection activities or should the survey assume that the principal would do this? (2) Should the coordinator be paid for time spent coordinating collection activities? (3) Should telephone or mail prompts remind the coordinator of follow-up? (4) Are there differences between public and private schools? (5) Are there differences by questionnaire type? Focus was on selecting the treatment that will provide a high survey response rate. Results indicate that the designated coordinator was important. Responses to telephone prompts were higher than for mail prompts. Returns from the public sector were higher than from the private sector. Paying coordinators did not significantly improve return rates. The different questionnaires did not produce significant differences in response rates. The full survey will utilize telephone prompts to unpaid coordinators. Eleven tables present pretest data. (SLD)

DOCUMENT RESUME

ED 305 386 TM 012 926

Randhawa, Bikkar S.; Randhawa, Jason S.
Construct Validity and Other Evidence on the Canadian Tests of Basic Skills for a Large Sample of Grade 10 Students.
PUB DATE- Mar 89
NOTE- 33p.; Paper presented at the Annual Conference of the National Council on Measurement in Education (San Francisco, CA, March 28-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Basic Skills; Cognitive Tests; *Construct Validity; Factor Analysis; Foreign Countries; *Grade 10; High Schools; Information Sources; Mathematics Tests; Reading Comprehension; Sample Size; *Secondary School Students; *Test Validity; Writing Evaluation
IDENTIFIERS- Canada; *Canadian Tests of Basic Skills

The present study, using a sample of 1,491 grade 10 students from a mid-western province in Canada, examined the validity evidence on the Canadian Tests of Basic Skills. Factor analysis of the 34 micro-skills (content by skill/process classification of items) of the four tests indicated that the Reading Comprehension, Written Expression, and Using Sources of Information micro-skills defined one factor and the Mathematics test defined another. The reliability evidence of this sample was reasonably comparable to the standardization sample. Sex-specific differences in mathematics micro-skills suggest clear targets for instructional mediation and future research. Differential prediction of mathematics cognitive skills confirmed uniqueness of mathematical processes. (Eight tables give analysis results.) (Author)

DOCUMENT RESUME

ED 305 400   TM 012 968

Lunz, Mary E.; And Others
Equating Practical Examinations.
PUB DATE- Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; *Equated Scores; Latent Trait Theory; *Licensing Examinations (Professions); Medicine
IDENTIFIERS- Facet Analysis; Histology; Log Linear Models; Multifactorial Models; *Practical Tests; Rasch Model; *Test Equivalence

This paper describes and illustrates a method for equating examinations with multiple facets (i.e., items, examinees, judges, tasks, and rating scales). The data are from the practical section of two histotechnology certification examinations. The first practical examination involved 210 examinees, 14 judges, 15 slides, 3 tasks, and 2 rating scales. The second examination involved 301 examinees, 18 judges, 15 slides, 3 tasks, and 2 rating scales. The Rasch model is extended in the facets model to accommodate all facets of the practical examination. The elements of each facet are calibrated to a common log-linear scale. The variables defined for each facet are found to be definable and invariant across examinee groups. The principles of common element equating are then applied in the multiple facet situation. Two examinations are calibrated and the necessary common elements included. The items and the judges are found to be slightly easier or more lenient on the second examination. To equate examinations and secure equivalent standards, the scale of the second examination is adjusted to match the scale of the first examination. Four data tables, one figure, and five graphs are included. (TJH)

DOCUMENT RESUME

ED 305 412 UD 026 708

Kelly, Eileen M.; Awad, Mary Ann R.

Education Consolidation and Improvement Act/Chapter 1: The New York State Annual Evaluation Report for 1987-88 Fiscal Year. Achievement Summary.

New York State Education Dept., Albany. Bureau of School and Categorical Programs Evaluation.

PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingual Education Programs; *Compensatory Education; Elementary Secondary Education; English (Second Language); *Limited English Speaking; *Mathematics Achievement; Norm Referenced Tests; Private Schools; Public Schools; *Reading Achievement; Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York

This report focuses on the achievement in basic skill areas attained by participants in compensatory education activities in New York State, which has established the priority areas of reading and mathematics. Over 200,000 pupils participated in Chapter 1 reading programs, and over 86,000 participated in Chapter 1 mathematics programs. Ten tables present data on the following: (1) reading program participants by grade level; (2) combined public and nonpublic school reading achievement, Fall 1987-Spring 1988 programs, English proficient students; (3) combined public and nonpublic school reading achievement, Spring 1987-Spring 1988 programs, English proficient students; (4) mathematics program participants by grade level; (5) combined public and nonpublic school mathematics achievement, Fall 1987-Spring 1988 programs, English proficient students; (6) combined public and nonpublic school mathematics achievement, Spring 1987-Spring 1988 programs, English proficient students; (7) Fall 1987-Spring 1988, limited English proficient students--public and nonpublic reading and mathematics achievement; (8) Spring 1987-Spring 1988, limited English proficient students--public and nonpublic--reading and mathematics achievement; (9) Fall 1987-Spring 1988, limited English proficient students--public and nonpublic reading in native language, and English as a Second Language reading achievement, and achievement in native language reading and mathematics; and (10) Spring 1987-Spring 1988, limited English proficient students--public and nonpublic--English as a second language reading achievement, and bilingual mathematics achievement. (BJV)

SP

ED 305 326 SP 030 761

Price, Elsa C.; And Others
Developing Coping Skills To Meet the Challenges in Education: Today and Tomorrow.
PUB DATE- Aug 88
NOTE- 28p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Mississippi State, MS, August, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coping; *Relaxation Training; *Stress Management; *Teacher Burnout; Well Being

In this discussion of stress and relaxing techniques, instructions are given for developing coping skills which involve: (1) cognitive restructuring; (2) deep breathing; (3) muscle relaxation; (4) cue-controlled relaxation; and (5) visual imagery. Variations of several of these techniques suitable to different age groups are also presented. (JD)

ED 305 342 SP 031 018

Todd, Robert F.; Reece, Carol C.

Desirable Skills and Knowledge Outcomes for an Introductory Educational Research Course: A Delphi Study.

PUB DATE- 29 Mar 89

NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, Ca, March 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)

DESCRIPTORS- Academic Standards; *Course Content; *Delphi Technique; *Educational Research; Educational Researchers; Graduate Study; Higher Education; Opinions; Questionnaires; *Research Methodology; Research Reports; *Research Tools; *Scholarly Journals

This paper reports on a study developed to determine what experts in the area of educational research perceive as the basic skills and knowledge areas that one who has successfully completed a one-semester graduate course in educational research should possess. A decision was made to conduct a Delphi study to identify these skills and knowledge areas. To establish a panel of experts, the membership of a special interest group of professors of educational research was asked to nominate experts to participate in the round of questionnaires. A description is given of the Delphi process and how, in this case, it synthesized diverse opinions into a consensus. A discussion of the findings notes that the top five skill and knowledge areas found to be essential were concerned with knowledge of research-oriented periodicals and critical evaluation of reports in those periodicals which involves understanding the concepts of internal and external validity. The questions asked in the study and their ranking in importance by the panel are presented, and a copy of the first round questionnaire is appended. (JD)

ED 305 358 SP 031 079

Green, Joslyn

The Next Wave. A Synopsis of Recent Education Reform Reports.
Teaching in America: The Possible Renaissance: TR-87-1.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Feb 87
NOTE- 43p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Change; *Educational Policy; Educational Research; Elementary Secondary Education; *Excellence in Education; Higher Education; *School Effectiveness; State Action; Student Needs; Teacher Education

Synopses are presented of nine recent reports on educational reform in the United States: (1) "Who Will Teach Our Children?"; (2) "What Works: Research About Teaching and Learning"; (3) "Tomorrow's Teachers: A Report of the Holmes Group"; (4) "A Nation Prepared: Teachers for the 21st Century"; (5) "What Next? More Leverage for Teachers"; (6) "Transforming the State Role in Undergraduate Education"; (7) "Time for Results: The Governors' 1991 Report on Education"; (8) "First Lessons: A Report on Elementary Education in America"; and (9) "College: The Undergraduate Experience in America." The document discusses points of agreement and discord and briefly summarizes some of the major points and/or recommendations of each of the nine studies reviewed. Information on ordering the complete reports is appended, and some further studies are cited. (JD)

ED 305 373 TM 012 865

Ayers, Jerry B.
The NTE, PPST, and Classroom Performance.
SPONS. AGENCY- Tennessee Higher Education Commission, Nashville.
PUB DATE- Feb 89
NOTE- 9p.; Part of the paper was presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Classroom Observation Techniques; College Entrance Examinations; *College Graduates; Comparative Analysis; Higher Education; *Licensing Examinations (Professions); Performance; *Predictive Measurement; Predictor Variables; Teacher Education Programs; *Teacher Evaluation
IDENTIFIERS- *National Teacher Examinations; *Pre Professional Skills Tests; Teacher Competency Testing; Tennessee

The relationships among scores on the National Teacher Examinations (NTE) and the Pre-Professional Skills Test (PPST) and scores achieved on objectively scored observation instruments were studied in 100 graduates of teacher preparation programs at Tennessee Technological University (Cookeville). Of these, 62 had completed the NTE and 27 had taken the PPST. The Classroom Observation Keyed for Effectiveness Research instrument was used to evaluate some of these teachers in the spring of 1987, and the low inference observation instrument of the Kentucky Career Ladder Program was used for those observed in 1988. There was little relationship between scores on the NTE or the PPST and the observation system utilized. These tests provided little information that was useful in predicting the success of the individual in the classroom. Nevertheless, these tests did provide information useful for determining student deficiencies in potential basic skills areas. It is suggested that the NTE and the PPST not become the sole criteria for admission to study in professional education or for licensure as a teacher. Four tables are provided. (SLD)

ED 305 387 TM 012 927

Rule, David L.; Grippin, Pauline C.

A Critical Comparison of Learning Style Instruments Frequently Used with Adult Learners.

PUB DATE- Feb 88
NOTE- 24p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Learning; Adults; *Cognitive Measurement; Cognitive Style; Comparative Analysis; Evaluation Methods; Learning Processes; *Learning Strategies; *Psychometrics; Test Construction; Test Interpretation; Test Reliability; *Test Reviews; Test Use; Test Validity
IDENTIFIERS- Group Embedded Figures Test; Learning Style Inventory (Kolb); Myers Briggs Type Indicator; Personal Style Indicator; Productivity Environmental Preferences Survey; Self Directed Learning Readiness Scale

Theoretical framework, instrument development, and psychometric qualities are reviewed for some measures of learning style currently in use with adults. Instruments reviewed include: (1) Kolb's Learning Style Inventory I; (2) Kolb's Learning Style Inventory II; (3) the Myers-Briggs Type Indicator; (4) the Productivity Environmental Preferences Survey; (5) the Self-Directed Learning Readiness Scale; (6) the Personal Style Indicator; and (7) the Group Embedded Figures Test. For each review, the reliability, validity, interpretation, and utility of the test are discussed. Reviewed instruments come from various theoretical perspectives and have been in existence for varying lengths of time. The review does not indicate that older instruments are more reliable or valid than newer counterparts, but does demonstrate the vast amount of information available for older instruments. For instruments more recently developed, more quality information is needed for the user to make informed decisions about their use. (SLD)

ED 305 401 TM 013 029

Pilotte, William J.; Gable, Robert K.
Using Confirmatory Factor Analysis To Study the Impact of Mixed Item Stems on a Computer Anxiety Scale.
PUB DATE- Feb 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Measures; Computer Science Education; Error of Measurement; *Factor Analysis; Factor Structure; Goodness of Fit; High Schools; High School Students; *Item Analysis; *Rating Scales; Test Bias; Test Items
IDENTIFIERS- *Computer Anxiety Scale; *Confirmatory Factor Analysis; Factor Invariance; LISREL Computer Program; Parallel Test Forms

Confirmatory factor analysis (LISREL VI) is the method best suited to the comparison of measurement models when those models are based on a priori assumptions. Traditionally, positive and negative item stems were mixed on affective scales to reduce response set bias since the item pairs were considered to be parallel. Recent studies indicate that positive and negative item stems may form separate factors, implying that they represent different constructs. In this study, the differences between positive and negative item stems were assessed using two forms of a computer anxiety scale to ascertain if the negation of an item produces a parallel item and to compare the factor structures and measurement errors to determine if factor invariance can be claimed. Three forms (Forms A, B, and C) of a computer anxiety scale were administered to a random sample of students (20 homerooms) at a small city high school. Reverse scoring was used for all items on Form B and for appropriate items on Form C. The results are consistent with those of other researchers, providing more evidence that the use of reverse scored items on an affective scale can alter students' responses to an item. One should view results with caution when the instrument includes mixed item stems, since the negation of an item tends to lead to an increase in the error variance related to the item. In general, positive and negative forms of this scale do not meet the criteria for factor invariance or for parallel tests. (TJH)

ED 305 413 UD 026 709

Lives in the Balance. Establishing Programs for the Homeless.

Friends of the Homeless, Inc., Columbus.; Ohio Coalition for the Homeless, Columbus.

SPONS. AGENCY- ACTION, Washington, D.C.
PUB DATE- Sep 88
NOTE- 140p.
AVAILABLE FROM- Ohio Coalition for the Homeless, 1066 North High Street, Columbus, OH 43201 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Programs; Employment Programs; *Homeless People; *Housing Needs; Mental Disorders; Program Design; Program Development; *Program Implementation; State Programs; Substance Abuse
IDENTIFIERS- *Coalitions; Ohio

This manual discusses how to develop emergency shelter as a short-term response to homelessness. The manual also discusses long-term goals, such as efforts to empower homeless people to live independently, and coalition-building on behalf of the homeless. The manual consists of six parts. Part 1 is entitled, "Introduction: Working on Solutions." Part 2 is "Homelessness: Crisis, Causes, and the Unhoused." Part 3 is "Shelters, a Stopgap Measure." Part 4, "Shelter Development Action Steps," contains the following chapters: (1) "Structuring the Organization"; (2) "Planning and Developing the Project"; and (3) "Determining Services and Procedures." Section 5, "Reintegration Initiatives for Homeless Persons," comprises the following chapters: (1) "Servicing Persons with Mental Illness"; (2) "Dealing with Substance Abuse"; (3) "Designing Employment Strategies"; and (4) "Providing Transitional Housing." Part 6, "Working Together In Coalitions," comprises the following chapters: (1) "Seeing What's Possible"; (2) "Getting Started"; (3) "Setting the Direction"; and (4) "Gaining Momentum." A brief list of references is provided for each section of the manual. Appendices provide sample forms and documents and lists of national resource organizations; state-level organizations for the homeless; Ohio resources; and suggested readings. (BJV)

ED 305 327   SP 030 915

May, Anne; And Others
Effective Collaborative Teacher Preparation Models: Defining the Relationship.
PUB DATE- 19 Feb 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Mainstreaming; Preservice Teacher Education; Professional Development; Program Development; *Special Education; *Teacher Certification
IDENTIFIERS- Fitchburg State College MA

The purpose of this article is to examine a variety of collaborative relationships among college students, college faculty and cooperating professionals working together in teacher preparation programs offered by the Department of Special Education at Fitchburg State College, Fitchburg, Massachusetts. The rationale, models of implementation, outcomes, and evaluative procedures used to assess undergraduate and graduate student performance are described. Five levels of teacher development and paralleling collaborative relationships are discussed and described. These levels include pre-practica, a fused pre-practicum and practicum, that is, the Integrated Professional Program, student teaching, a field based clinical graduate program, and professional development programs for veteran teachers. A planning and/or evaluative matrix identifies essential components of collaborative programs, the personnel involved in different programs, and the responsibilities of the various parties as all of these interface in implementing collaborative programs at any level of teacher development. (Author)

ED 305 343 SP 031 024

Hawley, Willis D.; And Others
Changing the Education of Teachers.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 65p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street,
NW, Atlanta, GA 30318-5790 ($6.00).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; *Change Strategies; Educational Change
*Educational Policy; General Education; Higher Education;
Institutional Characteristics; Preservice Teacher Education; *Stat
Standards; *Teacher Certification; Teacher Education Programs

This study examines the changes that have occurred in the ways colleges and universities in the Southern Regional Education Board (SREB) seek to prepare teachers. Particular focus is on the effects of state policies and on the role of college and university leaders in bringing about change. The study describes and explains changes in the way prospective teachers are readied for teaching, but does not assess the value or consequences of those changes. Two types of questionnaires were sent to all 189 four-year public colleges and universities in the 15 states that comprise the membership of the SREB, and to 56 private colleges and universities in these states that graduate significant numbers of certified teachers. The first questionnaire dealt with information about changes in the admission or retention standards, changes in curriculum, changes in philosophy or demographics, governance structures, and other information about the change process. A second questionnaire inquired into the role of the arts and sciences in the preparation of teachers. Key conditions contributing to effective change processes are analyzed and the role of educational institutions on changing teacher education and the formation of public policy is described. (JD)

ED 305 359 SP 031 082

Mills, Richard P.; Stout, Dennis L.
Listening to Teachers. Teaching in America: The Possible Renaissance. ECS Working Paper, TR-85-2.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Dec 85
NOTE- 17p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln St., Suite 300, Denver, CO CO ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Job Satisfaction; *Policy Formation; Public Schools; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Salaries; *Teaching (Occupation); *Teaching Conditions

This monograph summarizes findings from surveys of teachers' attitudes toward their profession. The attitudes of public school teachers revealed in these surveys are remarkably uniform. Attitudes differ little by school level or location, or teachers' age, sex, or years of experience. Generally, teachers are dedicated to teaching and object most to factors that they feel detract from good teaching, such as low salaries, large classes, little preparation time, and insufficient support services. Teachers also feel limited in their ability to realize certain professional goals and perceive a lack of decision-making authority in the school. A brief overview is presented of literature focusing on teachers' perceptions of what teaching is like, their relations with bureaucracy, and their views on educational outcomes. (JD)

ED 305 388 TM 012 930

Federal Forecasters Conference Proceedings (Washington, District of Columbia, April 25, 1988). Conference Report.

National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-636
PUB DATE- Jan 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Decision Making; *Evaluation Methods; Expert Systems; *Long Range Planning; *Prediction; Predictive Measurement; Public Agencies; *Researchers; Research Methodology; Research Problems
IDENTIFIERS- *Federal Forecasters; National Center for Education Statistics

The National Center for Education Statistics supported this conference as a first step in a dialogue among forecasters to benefit all in the field. Fifty forecasters representing 20 different federal agencies attended the day-long session. Objectives of the conference include: (1) to bring forecasters together for a forum to share information on data quality and sources, forecasting methods, and forecast performance; (2) to build a Federal Forecasters Network; and (3) to establish a directory of Federal Forecasters. The keynote address is presented: "Solutions to Three Forecasting Problems" (J. Scott Armstrong). The three problems discussed include: predicting the actions of key decision-makers, bias in forecasts, and gaining acceptance of the forecast. Work sessions presented include: (1) Topic A--"Data Problems" (William Sonnenberg); (2) Topic B--"Forecasting Methodology" (Paul J. Horn); and (3) Topic C--"Forecast Evaluation" (Debra Gerald and William Hussar). The conference agenda, a listing of participants, and a bibliographic listing of 64 federal forecasting publications are appended. (SLD)

ED 305 374 TM 012 866

Sibert, Paula C.
Relationships among the ACT, PPST, NTE, ACT COMP, and the GPA.
SPONS. AGENCY- Tennessee Higher Education Commission, Nashville.
PUB DATE- Feb 89
NOTE- 11p.; Paper presented in part at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; College Entrance Examinations; *College Graduates; Comparative Analysis; Correlation; *Grade Poin Average; Higher Education; *Licensing Examinations (Professions); *Predictor Variables; *Scores; Teacher Education; Teacher Educatio Programs; *Test Use
IDENTIFIERS- American College Testing Program; College Outcome Measures Project; National Teacher Examinations; Pre Professional Skills Tests; Tennessee

The relationships among test scores from the American College Testing program test (ACT), the Pre-Professional Skills Test (PPST), the American College Testing College Outcomes Measures Project test (ACT COMP), the National Teacher Examinations (NTE), final grade point average (GPA) in the major field of study, and overall GPA were studied in 615 graduates of teacher education programs in Tennessee. All test scores and GPAs were taken from college records. High correlations were found for five areas. The best predictor of the NTE Communications Skills test was the PPST reading test. High correlations were found between the NTE General Knowledge Test and the ACT composite score, the total score of the ACT COMP, and the PPST math score. Results indicate that the ACT composite score and the PPST reading score were the best predictors of the NTE, ACT COMP, and GPA, with the ACT composite score weighing the most in eight of the regression equations. These results suggest that over-testing of students in the field of teacher education occurs. Three tables summarize study data. (SLD)

ED 305 402 TM 013 042

Panter, A. T.; Tanaka, J. S.
The Contributions of Person Processes to Models of Item Responding.
PUB DATE- 89
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Attitude Measures; High Schools; High School Students; *Latent Trait Theory; Least Squares Statistics; *Personality Measures; Psychometrics; Secondary Education; Test Construction
IDENTIFIERS- Item Parameters; Personality Research Form; *Person Parameters; *Response Model

A theoretical framework for incorporating item response theory into the measurement of attitude and other personality processes is presented. The person by item model is introduced by considering the conceptual usefulness of such a model in understanding item responding, outlining the form of the model, briefly discussing methods for examining the model, and suggesting how educators and test constructors may use this general model to gain more detailed information about individual's responding to ability measures in light of known item characteristics. To evaluate the model, responses from 971 high school students were obtained for the 16-item Understanding subscale from the Personality Research Form (Form E). Both the item side and the person side parameters were estimated separately. Item parameters were obtained using Muthen's generalized least squares solution for ordered categorical data, whereas person parameters were estimated using the basic construct structure scaling algorithm developed by D. N. Jackson and E. Helmes (1979). Using a two-step iterative procedure, both components of the model are employed to estimate the interaction aspect of the model. In addition to the initial development and calibration of the model, other studies are under way to investigate the model's utility in actual test-taking situations. (TJH)

ED 305 414 UD 026 710

McDaid, Janet L.; Murty, Kate S.
Equity in Student Placement and Reading Instruction at First Grade: A Descriptive Study.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 31 Jan 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Educational Opportunities; Elementary School Students; Equal Education; *Grade 1; *Grouping (Instructional Purposes); Hispanic Americans; Minority Group Children; Primary Education; Program Evaluation; *Reading Instruction; *Student Placement; Teacher Effectiveness; Teaching Methods; Urban Areas; *Urban Schools
IDENTIFIERS- *San Diego Unified School District CA

This report evaluates student placement practices and quality of instruction in the first grade reading program of the San Diego (California) City Schools. A previous study indicated that a disproportionately high percentage of Black and Hispanic students did not complete the grade-level textbook by the end of the first grade. Data were drawn from classroom observations, teacher interviews, and student records in four selected schools and from meetings with a district-wide Teachers' Advisory Committee. The constant comparative method of hypothesis testing was followed so analysis could occur at the same time as the data were being gathered. The main conclusion is that by following the basal reader textbook almost exclusively and placing students into achievement groups the reading program may not be providing all first grade students equal opportunities to receive the highest quality reading instruction. Students with low-level reading skills need more time and assistance than they receive to become successful readers. An important secondary finding is that first-year teachers reported difficulty with pacing instruction and covering the prescribed material. Recommendations for staff action are discussed. The appendices include copies of the following data-gathering tools: (1) Student Placement in Basal Reader Observation Form; (2) Elementary Reading Textbook Assignment Record; and (3) Basic Category Codings of Teachers' Interview Responses and Behavioral Sequences from Classroom Observations. A list of 15 references is appended. (FMW)

ED 305 328 SP 030 955

Warring, Douglas F.; Lindquist, Marilyn
A Collaborative Mentor-Mentee Program Based in the Bloomington, Minnesota, Public Schools.
PUB DATE- Feb 89
NOTE- 42p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Governance; *Helping Relationship; *Mentors; *Program Development;

Program Evaluation; Public Schools; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; Bloomington School District MN

This paper reports on the development and implementation of a mentoring program to assist beginning teachers that was established in a public school system as part of a statewide effort to improve the induction process for teachers in Minnesota. One of the dominant characteristics of most mentor programs is the appointment of an experienced teacher to assist the new teacher in understanding the culture of the school. This support teacher, designated as a mentor, assumes a variety of responsibilities. The report examines the overall development of the mentorship program, including: (1) rationale, goals and outcomes; (2) development model; (3) selection processes for mentors and mentees; (4) mentor roles and functions; (5) staff development opportunities; (6) advisory bodies and monitoring systems; (7) coalitions; (8) dissemination of findings, techniques and materials; and (9) local evaluation instruments and findings. A bibliography is included and a copy of the program's newsletter and a list of projected future activities are appended. (JD)

ED 305 344 SP 031 025

Is The Education of Teachers Changing?

Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 17p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., Atlanta, GA 30318-5790 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Curriculum Development; General Education; Higher Education; *Policy Formation; Preservice Teacher Education; State Standards; *Teacher Education Curriculum; *Teacher Education Programs

The undergraduate education of teachers--improving their general education, the content of their majors, and the professional education course--must become a priority for more college, university, and state leaders. State-mandated standards have produced some significant changes, but these alone are not sufficient to stimulate all the needed improvements in what and how future teachers are taught. This study shows that little substantive curriculum change has occurred over the last five years, and that all too often college presidents and academic vice presidents have not been actively involved in supporting or promoting change. On those campuses where change is taking place, creative academic leaders are seizing upon state mandates and interest in teacher education as opportunities for change. Arts and sciences and education faculty need to rethink curriulum, and state and campus policies should call for and provide incentives for faculty action. Policies for strengthening teacher education programs should be joint efforts of campus and state leaders because of effects beyond the campus, such as quality and supply of teachers and costs of programs. (AA)

ED 305 360 SP 031 083

Martin, Joan; And Others
Making Teachers Partners in Reform. Teaching in America: The Possible Renaissance. ECS Working Paper, TR-86-1.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jan 86
NOTE- 13p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln St., Suite 300, Denver, CO ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Government Role; *Participative Decision Making; *Policy Formation; *State Action; Teacher Influence; *Teacher Participation; Teacher Role

This paper urges states to continue to press for excellence in education by making teachers partners in school improvement. It explains what research indicates are the next steps that policymakers can take to affect student achievement. It notes that policymakers must acknowledge the school as the locus of change and teachers as the bridge between state actions and classroom changes. Teachers, who know firsthand what is needed to improve schools, could lead to a renaissance in teaching and to real gains in student achievement. (JD)

ED 305 375 TM 012 871

Technical Characteristics of the North Carolina Minimum Skills Diagnostic Tests, Forms A and B.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.
PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Diagnostic Tests; Elementary Education; Elementary School Students; Grade 3; Grade 6; Grade 8; *Language Arts; Mastery Tests; *Mathematics Tests; *Minimum Competency Testing; *Reading Tests; *State Programs; Test Format; Testing Programs; Test Manuals; Test Validity
IDENTIFIERS- *North Carolina Minimum Skills Diagnostic Tests

This paper describes the characteristics of the Minimum Skills Diagnostic Tests (MSDTs) components of the statewide testing program in North Carolina. The MSDTs' validity, method for deriving test scores, reliability and other statistics, test content, and test norms are discussed. These tests--given in grades 3, 6, and 8--assess an individual's strengths and weaknesses (degree of mastery) in reading, language arts, and mathematics skills necessary for successful performance at the next grade level. The MSDTs form the second phase of a state program that begins with the California Achievement Tests. Those who perform at or below an established cut-off score on the MSDTs receive remedial instruction during a state-funded summer program. There are two forms (Forms A and B) of the MSDTs, each of which contains three subtests corresponding to the three subject areas. Each subtest consists of 99 items in objective sequence, with the exception of grade 3 mathematics, which has 104 items. After the summer program, students retake the MSDTs (Phase III of the state testing program) in long or short versions to show improvement in the mastery of standard objectives. Thirteen graphs give comparisons of Forms A and B. Nine tables present item difficulty by item number, and three additional tables give state norms. Three appendices show the item content and item representation by objective for the tests. (SLD)

ED 305 389　　　　　　　　　　TM 012 935

Leitner, David
Guaranteed Guidance and Counseling Services in the Portland Public Schools. 1987-88 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Nov 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Counseling Services; *Guidance Programs; High Schools; High School Students; *Program Evaluation; *Pupil Personnel Services; *School Surveys
IDENTIFIERS- *Guaranteed Guidance and Counseling Services; *Portland School District OR; Service Delivery Assessment

The 1987-88 status of the Guaranteed Guidance and Counseling Program of the Portland Public Schools (Oregon), which was piloted in 1983-84, is described and evaluated. The program is based on a model of secondary school guidance and counseling that: (1) lets schools determine what services are delivered; and (2) emphasizes group, rather than individual, services so that all students receive services. In the 1987-88 school year, the program served over 5,500 students in four high schools. Interviews, document analysis, and survey questionnaires from 16 counselors, 2,900 students (53% of the total involved), and 210 teachers (64% of the teaching staff) were used to assess the program in terms of planning and implementation. About 250 surveys mailed to parents were returned, a response rate of about 16%. The results indicate that: (1) the program was successfully planned and implemented; (2) the program improved ways in which schools planned and provided guidance and counseling services; (3) schools were at different stages in refining implementation; (4) most planned services were actually provided; (5) most students, parents, and teachers who responded were satisfied with the process; and (6) counselors spent more time in academic guidance than in counseling services. Recommendations for the continuance and improvement of the program are listed. Four appendixes provide the evaluation plan, the Concerns Questionnaire that was used, general service plans, and survey results. Two tables and one figure provide study results. (SLD)

ED 305 403 UD 026 596

Johnson, William A., Jr.; And Others

A Community-Wide Initiative To Improve the Quality of Education in the Rochester Public Schools: "E's Don't Stand for 'Excellence'."

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

PUB DATE- Sep 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Black Students; *Community Programs; *Comprehensive Programs; Educational Change; Educational Improvement; Elementary Secondary Education; *High Risk Students; Minority Groups; Program Descriptions; *School Business Relationship; *School Community Relationship; *Urban Schools
IDENTIFIERS- Collaboratives; Community Campaigns; *Rochester City School District NY

The goals of the Rochester (New York) Education Initiative are to inform the total community of the crisis of low academic achievement within the public school system, and to involve the total community in a set of strategies to correct the problem. Activities included the following: (1) meetings to solicit the support of key community leaders and groups; (2) "speakouts" to solicit the views of students, parents, and educators; (3) a conference to involve a broad cross-section of community leaders in the development of an action plan; (4) "town meetings" to bring to the public's attention those issues which were identified in earlier phases; and (5) activation of School Action Committees (SACs) to implement at least one identifiable project which they felt would substantially improve academic achievement in their schools. Specific programs described in the report include the following: (1) School Action Committees; (2) City-Wide Task Force; (3) Business Task Force; (4) business programs; (5) the Center for Educational Development (CED); (6) human service agency programs; (7) church programs; (8) college programs; (9) foundation involvement; and (10) city school district programs. It will take several years to determine the impact of the Initiative, but data from the Black Scholars program and the Early Recognition Program already indicate some improvement in minority achievement. A brief biography of each author is included. (FMW)

ED 305 361 SP 031 084

Talk with Us, Work with Us. Teaching in America: The Possible Renaissance, TR-86-4.

Education Commission of the States, Denver, Colo.

PUB DATE- Dec 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Educational Change; Elementary Secondary Education; *Policy Formation; *State Action; *Teacher Attitudes; Teacher Student Relationship; *Teaching (Occupation); *Teaching Conditions; Time Management

The Education Commission of the States has initiated a series of dialogues between teachers and the people responsible for shaping the institutional and political context within which learning takes place. This booklet draws on transcripts of several "Talks With Teachers" to introduce leaders to what teachers are saying. Though the quotations are relatively few, they are representative. Preceding each series of remarks on some aspect of teaching is a brief introduction to what seem to be teachers' common concerns. Following each series is a brief conclusion pointing out some of the implications for policy. The talks focused on: (1) concern for children; (2) the demands on teachers' time; (3) teaching as a changing profession; (4) teachers as a resource for change; and (5) teacher support of state policy. (JD)

ED 305 415　　　　UD 026 711

Food Stamp Program: Administrative Hindrances to Participation. Report to the Chairman, Subcommittee on Domestic Marketing, Consumer Relations, and Nutrition, Committee on Agriculture, House of Representatives.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

REPORT NO.- GAO/RCED-89-4
PUB DATE- Oct 88
NOTE- 71p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free, additional copies $2.00 each, quantity discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Eligibility; *Federal Programs; *Food; Program Administration; Program Design; Program Implementation; *State Programs; *Welfare Services
IDENTIFIERS- California; *Food Stamp Program; Illinois; Maryland; Oklahoma; *Service Delivery Areas; Texas

This report addresses the issue of whether Federal regulations and certain state and local office practices and procedures may discourage or prevent eligible persons from participating in the Food Stamp Program. The report focuses on only those procedures and practices that affect households once they have contacted the local food stamp office for assistance. Reviewed were application procedures and 664 case records for fiscal years 1984 and 1985 in California, Illinois, Maryland, Oklahoma, and Texas. It was found that, under certain circumstances, procedures adopted by these states prevented or delayed eligible households from applying for food stamps and participating in the Food Stamp Program. In addition, households with the same income can receive more food stamps in some states than in others because Food and Nutrition Service regulations permit states to calculate a household's monthly income in two different ways. Recommendations are offered. Data are presented on two tables. Appendices provide the following: (1) comments from the United States Department of Agriculture's Food and Nutrition Service, and from state agencies in California, Illinois, Maryland, Oklahoma, Pennsylvania, Texas, and Wisconsin; (2) a list of the 33 local offices where the review was conducted; and (3) a list of the major contributors to the report, grouped by the Federal office in which they work. (BJV)

ED 305 329 SP 030 956

Sarvimaki, Anneli
Knowledge in Interactive Practice Disciplines. An Analysis of
Knowledge in Education and Health Care. Research Bulletin 68.
Helsinki Univ. (Finland). Dept. of Education.
REPORT NO.- ISBN-951-45-4787-X
PUB DATE- 88
NOTE- 292p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; Educational Philosophy; Educational Practices; *Educational Principles; Health Promotion; *Interaction; Sociolinguistics; *Theory Practice Relationship; Values

This study formulates a conception of knowledge in interactive practice disciplines such as education and health care and clarifies different types of knowledge in these disciplines. Focus is on the relationship between practical and theoretical knowledge. Four theses are discussed: (1) the role of knowledge in an interactive practice is to guide practice; (2) different types of knowledge in an interactive practice consist of value-knowledge, factual knowledge and procedural knowledge, parts of which are unarticulated, parts articulated; (3) science is a way of articulating and creating knowledge that can be used as internal action determinants in the practice concerned; and (4) theories in an interactive practice can have both a theoretical and a practical purpose but the theoretical purpose is also indirectly linked to the practical. (Author/JD)

ED 305 345 SP 031 026

Berry, Barnett; And Others
Recruiting the Next Generation of Teachers: Conversations With High School Sophomores. Research Report 08-005.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 42p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Employment Opportunities; Grade 10; Hig Schools; *High School Students; *Student Attitudes; Teacher Salaries; *Teaching (Occupation); *Teaching Conditions

A report is given of a survey of 170 sophomores enrolled in advanced English classes and 205 sophomores enrolled in regular English classes. The students were questioned about their career expectations, their perceptions of teaching as a career, and current incentives for entry into the teaching profession. Findings indicated that only a small percentage of the students were interested in becoming teachers. Most students reported being discouraged from teaching by their own teachers and by parents who are teachers. Even for those students who possess altruistic career orientations, teaching was an unattractive career choice given the occupation's poor working conditions. Most of the students were generally oblivious to recent reforms in the teaching profession and underestimated teacher salaries. The first section of the report reviews relevant literature related to teaching as a career choice. Section two describes methods, including the overall approach, sampling and site selection, and data analysis. In section three, cross-site findings are delineated, including career expectations of the focus group, their views of teaching, and their views of particular incentives for entry into teaching. The final section contains conclusions and policy recommendations for state policymakers. (JD)

(SLD)

ED 305 390 TM 012 941

Baenen, Nancy R.; Hopkins, Patricia
Transition Classes vs. Retention--Better or Just Different? Publication No. 88-16.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-88.16
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Elementary School Students; *Grade 1; *Grade 2; Grade Repetition; *Instructional Effectiveness; Language Arts; Low Achievement; Mathematics Achievement; Primary Education; Reading Achievement; Remedial Mathematics; Remedial Reading; School Districts; *Transitional Programs
IDENTIFIERS- *Austin Independent School District TX

This paper focuses on the nature and effectiveness of elementary transition classes (TCs) used by the Austin (Texas) Independent School District (AISD) as an alternative to retention to improve low achievers' achievement. Data were examined concerning the number and nature of TCs operating in the AISD during 1987-88; achievement progress of students in TCs at Langford, Casis, and Oak Hill elementary schools in 1986-87; and achievement progress of students in a TC at Metz Elementary School in 1983-84. Goals for first-grade TCs, criteria for selection of students and successful completion of the transition program, parental involvement, and reading and mathematics achievement were analyzed. Focus was on transition from grade 1 to 2. 1987-88 TCs included 13 first- and 4 second-grade classes meeting all day, 2 first-grade classes for language arts, and 1 first-grade class for language arts and mathematics. There were 225 first and 57 second graders in the TCs. Results do not provide any strong support for the notion that TCs are any better for low achievers' long-term achievement than are transitional retention programs; short-term progress may be greater, but long-term progress is quite similar. TCs might be more effective if they are designed to: be 2-year packages; lead to promotion; promote a higher percentage of students; and provide students with supplemental help throughout their school careers. Six data tables and six graphs are provided. (TJH)

ED 305 362 SP 031 086

Green, Joslyn, Ed.
What Next? More Leverage for Teachers. Teaching In America: The

Possible Renaissance. No. TR-86-3.

Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jul 86
NOTE- 60p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Participative Decision Making; *Policy Formation; *State Action; *Statewide Planning; *Teacher Participation

Interviews with 14 experienced educators on the current state of education in the United States are presented in this booklet. The experts discuss the current tasks facing educators, the need for redefining the teaching profession, and the importance of rethinking the area of educational finances. The conversations reflect concerns about recruiting and retaining talented teachers and point up the fact that teachers should have more leeway in deciding how to meet state standards for education. It is noted that more attention must be paid to the way schools are organized, that state actions should be avoided that add to an already bureaucratic quality in the schools, and that the quality of teacher education institutions must be improved. The booklet ends with a list of ideas, points of departure, and suggestions for improving schooling. (JD)

ED 305 376 TM 012 879

Suen, Hoi K.; And Others

Generalizability Assessment of Autocorrelated Direct Observation Data: The Applicability of the Tiao-Tan Method and Alternative.

PUB DATE- Feb 88

NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Analysis of Variance; *Bayesian Statistics; Comparative Analysis; Equations (Mathematics); *Evaluation Methods; *Generalizability Theory; *Naturalistic Observation; Statistical Bias

IDENTIFIERS- *Autocorrelation; Autoregressive Integrated Moving Averages; Box Jenkins Forecasting Model; Observer Reliability; Random Effects; Time Series Analysis; Variance (Statistical)

The applicability is explored of the Bayesian random-effect analysis of variance (ANOVA) model developed by G. C. Tiao and W. Y. Tan (1966) and a method suggested by H. K. Suen and P. S. Lee (1987) for the generalizability analysis of autocorrelated data. According to Tiao and Tan, if time series data could be described as a first-order autoregressive series with parameter "p" (rho), unbiased estimates of random error variance could be derived via a Bayesian process. Suen and Lee's two-step alternative procedure combines both Box-Jenkins time series analysis and a random-effect ANOVA process. The autocorrelated component of the data can be removed through the Box-Jenkins procedure, and then the residual or white-noise data can by analyzed via the ANOVA process to produce unbiased variance estimates. Theoretical advantages and limitations of the two approaches are outlined, focusing on autoregressive integrated moving averages. Three analyses of the methods are presented. Results from application of the methods to numerous data sets show that autocorrelation has a negligible or no effect on the systematic variance across observers. The Suen-Lee method is superior to the Tiao-Tan method in applications to generalizability assessment of observation data. Based on 28 behavioral observation time series, the Suen-Lee method seems to be applicable only when the relative systematic observer variance is small. A 29-item list of references and one data table are provided. (TJH)

ED 305 330 SP 030 960

McDiarmid, G. Williamson; And Others
Why Staying One Chapter Ahead Doesn't Really Work: Subject-Specific Pedagogy. Issue Paper 88-6.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 35p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Comprehension; Higher Education; *Intellectual Development; *Intellectual Disciplines; Interdisciplinary Approach; *Methods Courses; Methods Teachers; Preservice Teacher Education

To help students in school develop a flexible understanding of subject matter, teachers need to foster understanding of the relationships within and across disciplines, what specialists in a field do, how knowledge in a discipline is generated, tested, and revised, and how knowledge in the discipline relates to the learners' environment. Representations of subject matter (activities, examples, analogies, materials, etc.) used in teaching are the products of weaving understanding of the specific academic discipline together with knowledge of learners, learning, and the context. This paper describes the sources of representation and the knowledge on which teachers should draw in judging their appropriateness. Suggestions are made on what prospective teachers need to know about learners and learning based on research on learning in specific disciplines. Methods teachers should clarify students' views of teaching and learning, increase students' understanding of seminal topics and ideas, get students thinking about the kinds of understanding their pupils are likely to bring with them, evaluate various representations with their students, and model good representations. An annotated bibliography is included. (JD)

ED 305 346 SP 031 030

Teacher Education Pipeline: Schools, Colleges, and Departments of Education Enrollments by Race and Ethnicity.

American Association of State Colleges and Universities, Washington, D.C.

REPORT NO.- ISBN-0-89333-055-8
PUB DATE- Oct 88
NOTE- 66p.
AVAILABLE FROM- AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Trends; *Ethnic Distribution; Higher Education; *Minority Group Teachers; National Surveys; *Public Schools; Race; *Schools of Education; *Teacher Shortage; Teacher Supply and Demand

This report is focused on teacher education enrollments in schools, colleges and departments of education (SCDEs) which are a key to increasing the supply of minority group teachers. The report is presented in three sections. The first provides a national and regional overview of K-12, postsecondary, and SCDE enrollments. The second section offers data regarding the number, size, and type of SCDEs. The final section details undergraduate enrollments by state and discipline as well as postbaccalaureate and doctoral enrollments. The data are presented in 30 tables. (JD)

ED 305 404 UD 026 608

Ellwood, David T.
Divide and Conquer: Responsible Security for America's Poor. Occasional Paper 1. Ford Foundation Project on Social Welfare and the American Future.
Ford Foundation, New York, N.Y.

REPORT NO.- ISBN-0-916584-31-3
PUB DATE- 87
NOTE- 65p.
AVAILABLE FROM- The Ford Foundation, 320 East 43rd Street, New York, NY 10017 (paper copy, free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Black Family; *Child Welfare; Essays; Family Income; Ghettos; *Government Role; Nuclear Family; One Parent Family; Parent Responsibility; *Poverty; Poverty Programs; Responsibility; *Social Values; *Welfare Services
IDENTIFIERS- *Feminization of Poverty; *Income Maintenance

By dividing poor families into groups based on the reasons for their poverty, a system of income support can be developed that is both effective in reducing poverty and compatible with basic American values about personal responsibility and work. Social values dictate that individuals must take responsibility for their situations and that all able-bodied individuals should work for a living. A new social welfare system should encompass the following propositions: (1) people who are already doing as much work as society deems acceptable ought to be able to support their families at or above the poverty level without relying on welfare or welfare-like supports; (2) people who are poor and are not working as much as society would hope ought to be offered short-term transitional assistance that includes short-term cash income coupled with services designed to help them become self-supporting; (3) long-term maintenance for people not working as much as society would hope ought to be provided for in the form of jobs and work, not in the form of cash welfare of indefinite duration; and (4) absent parents ought to be required to share any income that they have with their children. The situations of two-parent working poor families, female-headed families, and ghetto families are discussed in detail. Statistical data are included on three tables and two graphs. (FMW)

ED 305 416 UD 026 712

Black, Macknight
Minority Student Issues: Racial/Ethnic Data Collected by the National Center for Education Statistics Since 1969.
National Center for Education Statistics (ED), Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-89-267
PUB DATE- Mar 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Access to Education; Dropout Rate; Educational Attainment; Educational Environment; Elementary School Students; Elementary Secondary Education; Enrollment Rate; Ethnic Groups; *Minority Groups; *National Surveys; Postsecondary Education; Racial Factors; Reference Materials; School Choice; *School Statistics; Secondary School Students; *Statistical Surveys; *Student Characteristics; *Student Problems
IDENTIFIERS- Higher Education General Information Survey; High School and Beyond (NCES); National Assessment of Educational Progress; *National Center For Education Statistics; Recent College Graduates Study 1987 (NCES)

This report is a reference tool devoted to minority student education for planners, researchers, policymakers, and reporters covering all levels of education. The following broad minority issues are defined and related in a matrix to all National Center for Education Statistics (NCES) surveys containing racial/ethnic data collected from 1969: (1) preparation, including student achievement measured by achievement test scores, grades, curriculum content, courses taken, special programs, fields of study, credits earned and degrees received; (2) access and choice including educational opportunities available to and chosen by students; (3) transitions, or points in the education system where students move from one level to another; (4) persistence, or the length of time students remain in the education system; (5) school/institution climate, or the nature of the environment where education takes place; and (6) student availability projections--that is, calculations based on previously collected data about how many or how few students will be available to meet education and employment needs in the future. Descriptions of 32 of the recurring surveys follow the matrix; these relate only to the most recent years the surveys were conducted. Descriptions are grouped as either elementary/secondary level, multilevel, or postsecondary level, and each description includes the following information: (1) respondents; (2) data collection method; (3) size of sample; (4) frequency; (5) education data elements; (6) personal data elements; (7) employment data elements; and (8) availability and contact persons. (FMW)

ED 305 363 TM 012 047

Griswold, Philip A.
Teachers' Attitudes toward Testing: Recommendations for District Policy and Staff Development. An Occasional Report to the Superintendent.
Parkrose Public Schools, Portland, Ore.
PUB DATE- 88

NOTE- 27p.
AVAILABLE FROM- Office of Management Services, Parkrose School District No. 3, 10636 N. E. Prescott St., Portland, OR 97220.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Board of Education Policy; Classroom Observation Techniques; *Elementary School Teachers; Elementary Secondary Education; *Secondary School Teachers; *Staff Development; Standardized Tests; *Teacher Attitudes; Teacher Made Tests; Test Construction; Test Format; *Test Use
IDENTIFIERS- *Parkrose School District OR; Teacher Surveys

Teachers' uses of and concerns with various assessment procedures were surveyed in the Parkrose School District, Portland, Oregon. All 229 district teachers and student service staff were asked to complete a questionnaire. A total of 211 questionnaires was returned for a response rate of 92%; however, all but one of the analyses were based on the responses of 102 elementary school teachers (ESTs) and 100 secondary school teachers (SSTs). The questionnaire, a modification of an instrument developed by the Northwest Regional Educational Laboratory, examined teachers' uses and concerns regarding five categories of testing: (1) teacher-developed objective; (2) textbook embedded; (3) standardized achievement; (4) curriculum-referenced and district-developed; and (5) teacher observation and development. In the classroom, teachers used observation and judgment more than any other types of tests, and teacher-made tests were the second most popular type. Standardized achievement tests were used the least. SSTs used more teacher-made tests, and ESTs used more observation. Teachers were most concerned about improving the quality of observation and objective tests that they developed. ESTs were more concerned about the conflict with instructional time and student reaction to standardized testing. It is recommended that the district formulate and implement a district policy on testing. Two tables present survey data. Appendices provide the philosophy and proposed testing policy, teacher targets on testing, and a teacher target sheet on test construction. (SLD)

ED 305 377 TM 012 895

McCoy, Leah P.; Haggard, Cynthia S.

Determinants of Computer Use by Teachers.

PUB DATE- Feb 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Elementary School Teachers; Elementary Secondary Education; *Microcomputers; *Predictor Variables; *Secondary School Teachers; Self Esteem; Sex Differences; Teacher Attitudes; Teaching Experience
IDENTIFIERS- Teacher Surveys

A survey of 112 teachers working in 26 schools in six districts within a regional area was conducted to investigate microcomputer use by teachers. The survey instrument included items on personal characteristics, years of teaching experience, current use of computers in the classroom, confidence in personal ability to use computers, and perception of the value of computers in education. A total of 81 teachers responded. Results indicate that: (1) 25% of the respondents reported little or no use of computers; (2) 75% of the respondents reported intensive, regular, or occasional use of computers; (3) computer-assisted instruction, word processing, graphics, and record keeping were the most typical applications of computers; (4) teaching experience correlated positively with computer use; (5) elementary school teachers were more likely to use computers than were secondary school teachers; and (6) gender, confidence in ability, and perceived value of computers in education had no effect on whether or not teachers used computers in instruction. Seven data tables are included. (TJH)

ED 305 391 TM 012 942

Daiker, Donald A.; Grogan, Nedra

The Selection and Use of Sample Papers in Holistic Evaluation.

PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advanced Placement; *Essay Tests; Evaluators; Higher Education; *Holistic Evaluation; *Interrater Reliability; Scoring; Test Construction; Undergraduate Students; *Writing Evaluation
IDENTIFIERS- Educational Testing Service; Placement Tests; *Sample Materials; *Writing Samples

The role of sample papers (i.e., anchor papers, prototypes, range-finders) in holistic evaluation of writing is discussed. When, where, and how many sample papers are to be selected, and who should perform the selection are covered. The process of sample selection should proceed as follows: (1) a general reading of papers by committee members to provide preliminary scoring of papers; (2) proposal and review of sample papers by committee members; (3) establishment of papers on which consensus scores have been reached; (4) review of papers for which consensus is low; and (5) selection of two or more sample papers for each point on the scoring scale. Procedures described are generally those used by the Educational Testing Service for readers of advanced placement examinations. The central principle in sequencing papers is to guide readers into making increasingly more difficult and sensitive scoring decisions. Finally, a statement of scoring criteria should be developed; this rubric describes and characterizes papers at each end of the scoring scale. A description of a recent holistic evaluation session at Miami University (Oxford, Ohio) illustrates the use of sample papers in training of raters and scaling of papers. Sample papers are included in the discussion. (TJH)

ED 305 331 SP 030 967

Kroll, Diana Lambdin

Preparing Elementary Teachers To Teach Mathematics with a Problem-Solving Approach: A University/School Collaborative Effort.

PUB DATE- 4 Mar 89

NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; Elementary Education; *Elementary School Teachers; Higher Education; *Learning Strategies; *Mathematics Instruction; Preservice Teacher Education; *Problem Solving; Teaching Methods

The Preparing Elementary Teachers to Teach Mathematics Project is a cooperative university/school effort to improve the teaching of mathematics by elementary teachers. Although the primary focus of the project is the improvement of the university training of preservice teachers (PSTs) in mathematics, there are two important collaborative aspects to this project. The first is the development of a close working relationship with a school district to jointly sponsor and supervise early field experiences for all PSTs. The second is the establishment of support mechanisms to help practicing teachers in the school district in broadening their views of the nature of mathematics and in utilizing innovative teaching techniques for improving mathematical thinking skills and use of problem-solving strategies. Thus, local teachers should eventually be able to serve as role models in the teaching of mathematics using a problem-solving approach. (Author/JD)

ED 305 347 SP 031 034

Smith, Laverne
Perspectives on Teacher Supply and Demand in Ontario, 1988-2008.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-4942-5
PUB DATE- 89
NOTE- 113p.
CONTRACT- 1141
AVAILABLE FROM- MGS Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8 ($4.50 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Demand; Elementary Secondary Education; *Faculty Mobility; Foreign Countries; Higher Education; *Long Range Planning; Second Language Instruction; *Teacher Education; Teacher Retirement; *Teacher Supply and Demand; *Trend Analysis
IDENTIFIERS- *Ontario

This study is intended to provide for the Ministry of Education and the Ministry of Colleges and Universities information, conclusions, and recommendations which bear on key questions, issues, and directions relevant to teacher supply and demand in Ontario from the present to the turn of the century and beyond. Analysis is also provided of school board and system-wide provincial data. Data are presented based on analyses of returns from surveys, interviews, and other information gathering. Teacher supply and demand projections are investigated using both quantitative and qualitative data gathering techniques. Total population surveys have been conducted of Ontario school boards and teacher education institutions, as well as a micro-study of a single board's complete set of teaching applicants to a large south-central Ontario school board. Trends in teacher demand are considered in terms of a cyclical model, the basic structure of which is generational. It is noted that an approximately 20-year period of teacher shortage, from the late 1940s to the late 1960s, was followed by a period of about equal duration in which there has been a teacher surplus, from the late 1960s to the late 1980s. Copies of the survey instruments are appended. (JD)

ED 305 405 UD 026 653

Fruchter, Norm
School-Community Collaborations: Dilemmas and Opportunities.
Academy for Educational Development, Inc., New York, N.Y.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Programs; Disadvantaged; Elementary Secondary Education; Essays; *High Risk Students; *Minority Group Children; School Business Relationship; *School Community Programs; *School Community Relationship; *Student Needs; Urban Areas; Urban Problems; *Urban Schools
IDENTIFIERS- *Collaboratives; New York City Board of Education

School-community collaborations are developing in many cities to respond to the escalating needs of minority and other disadvantaged students. School districts in New York City have developed collaborative programs with health care services, youth agencies, neighborhood family service centers, community organizations and parent groups. Critics argue that schools compound their academic ineffectiveness by attempting to meet their students' non-instructional needs. Supporters argue that schools have no choice because effective teaching and learning is impossible when students' pre-instructional needs remain unattended, and that schools are the only institutions societally positioned to mandate and achieve the daily attendance of all children. Advantages include the following: (1) provision of more extensive student services; (2) focus on school improvement; (3) reduction of the gap between school culture and home-neighborhood culture; and (4) development of a new comprehensive community-based institution with the local school and its instructional focus at the core of a wide range of services. Problems include the following: (1) district-level management's lack of experience; (2) a tendency to work only with traditional agencies to the exclusion of minority group organizations and agencies offering controversial services; (3) power struggles between administrators and collaborators; (4) disparities between school-level implementation and district-level decisions; (5) institutional rigidity; (6) a too narrow focus on vocationalism; and (7) the danger of creating an atmosphere of clientism. (FMW)

ED 305 378 TM 012 896

McCoy, Leah P.; Calvin, Richmond E.

AIDS Awareness of High School Students: An Exploratory Study.

PUB DATE- Feb 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Epidemiology; Etiology; *Health Education; High Schools; *High School Students; Metropolitan Areas; Prevention; *Student Attitudes; *Venereal Diseases
IDENTIFIERS- Public Awareness; Student Awareness Programs; Student Surveys

The Surgeon General's information material on the Acquired Immune Deficiency Syndrome (AIDS), which was mailed to every household in the United States, was used to develop an AIDS Awareness Inventory. The inventory was designed for administration to 182 high school students enrolled in schools in three districts, which have adopted an AIDS component as part of their health curricula. Focus was on evaluating the effectiveness of AIDS education in the secondary schools in one metropolitan area of a midwestern state. Individual inventory items were tested for significance by the Chi-Square Goodness of Fit Test. Twenty of the 40 items were answered incorrectly by a significant number of the students. Although most students knew the general definition of AIDS, they did not know specifics (i.e., the name of the virus, number of victims, and projected number of cases). Most students knew that AIDS is transmitted by blood or semen, through sexual contact or blood transfusions. They knew that AIDS may be carried by apparently healthy individuals and that risk is increased by sexual promiscuity. Nevertheless, the students held misconceptions regarding transmission, specific effects of the disease, and social implications. Results indicate that: (1) in general, students are informed about AIDS; (2) anxiety levels are high; and (3) beliefs that AIDS can be transmitted in the schools must be countered. Schools can function as conduits for information and as sources of support. One data table and a bar graph are provided. (TJH)

Osborne, Edward W.
Using Problem-Solving Teaching: Theoretical and Philosophical Considerations.
PUB DATE- Dec 88
NOTE- 15p.; Paper presented at the Symposium of the American Vocational Education Research Association (St. Louis, MO, December 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; Decision Making; Educational Philosophy; Educational Theories; Elementary Secondary Education; *Problem Solving; Public Schools; *Teaching Methods; *Vocational Education
IDENTIFIERS- *Thinking Skills

A rationale for the teaching of thinking and problem-solving skills is outlined, and the definition of and design for teaching such skills are discussed. Developing the ability of students to think has surfaced in recent years as one of the major purposes of American education. Problem solving has been described as a major type of thinking strategy. Vocational education programs offer a unique curriculum that is rich in potential problems for study and investigation. Major steps in problem solving include: (1) recognition of the problem; (2) representation or clarification of the problem; (3) development of a solution plan; (4) execution of the plan; and (5) evaluation of the solution. Problem-solving teaching stimulates interest, develops thinking ability, and helps students make decisions. This teaching method is a comprehensive instructional approach that directly addresses the major principles of effective teaching and learning. When effectively used, problem-solving teaching boosts student motivation. Effective problem solving requires a democratic approach to teaching and learning. Simultaneously, the importance of individual students and the development of their thinking skills and academic foundations are clearly recognized. (TJH)

ED 305 417 UD 026 713

Cuban Refugee Resettlement. Federal Administration of VisionQuest Projects Inadequate. Report to the Honorable William Proxmire, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-16

PUB DATE- Dec 88

NOTE- 48p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free, additional copies $2.00 each, quantity discount).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; *Cooperative Programs; *Cubans; *Federal Programs; *High Risk Persons; Mental Health Programs; Program Administration; Program Budgeting; *Refugees; *Service Vehicles; Young Adults

IDENTIFIERS- National Institute of Mental Health; *Refugee Resettlement; *Vision Quest

This report reviews Federal funds awarded to VisionQuest National, Ltd., a profit-making organization that provides treatment programs for troubled youth. VisionQuest was one of several organizations selected in the early 1980s to assist the Federal government with the influx of Cuban refugees by providing services to adolescents and young adults who had been institutionalized in Cuba for mental illness and/or criminal offenses. In the past five years, most of VisionQuest's funds have been awarded through a cooperative agreement with the Refugee Mental Health Program (RMHP), operated by the National Institute of Mental Health (NIMH). Federal funds awarded--by NIMH and the Community Relations Service in the Department of Justice--from July 1981 to March 1988 totalled about $18.8 million. During that period, 245 Cubans participated in VisionQuest programs. There were deficiencies in NIMH's administration of the VisionQuest program. NIMH did not carry out its overall administrative and monitoring responsibilities, such as enforcing the requirement that VisionQuest arrange for independent audits of its Federal projects at least every two years and submit financial status reports on time. Also, NIMH did not maintain much of the required documentation concerning the award of Federal funds to VisionQuest. Recommendations are offered. Data are presented on four tables. Appendices present comments from the Department of Health and Human Services, and list the major contributors to the report. (BJV)

ED 305 332 SP 030 974

Ediger, Marlow
Education and the Liberal Arts.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Core Curriculum; Elective Courses; *General Education; Higher Education; *Intellectual Development; *Liberal Arts; Majors (Students); *Preservice Teacher Education; *Teacher Education Curriculum

This discussion on the merits of requiring four years of general education studies for prospective teachers focuses on the philosophical ingredients of liberal arts courses. One, perennialism, advocates students learning content from great minds of the past. The other, essentialism, emphasizes that basic subject matter can be identified and taught to all students. The values inherent in these two philosophies are discussed in the light of their relevance to teaching and the general literacy of teachers. Some recommendations are made for incorporating liberal arts education into the preservice preparation of teachers. (JD)

ED 305 348   SP 031 035

High School Education.
Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.
PUB DATE- Dec 88
NOTE- 222p.
AVAILABLE FROM- Office of the Legislative Auditor, 122 Veteran's Service Building, St. Paul, MN 55155 (free).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Core Curriculum; Equal Education; Graduation Requirements; High Schools; *High School Students; Outcomes of Education; *Program Evaluation; *Secondary School Curriculum; State School District Relationship; *State Standards; Statewide Planning
IDENTIFIERS- *Minnesota

This report examines how well Minnesota high school students are doing academically compared with their counterparts in other states. It also looks at curriculum requirements and the time students spend in high school. The report documents: (1) the number, type, and level of courses available to high school students; (2) schedules of instruction; and (3) program standards which school districts meet, exceed, or sometimes fail. In addition, an evaluation is given of the relationship between curricula and educational outcomes such as student test scores and college performance. The evaluation criteria reflect five aspect of high quality public education. These include: (1) individualized student-teacher interaction; (2) adequate, focused instructional time at school; (3) academic classes in the four core subjects of English, social studies, mathematics, and science; (4) preparation for further education; and (5) equal educational opportunities for all public school students. The primary focus of the report is on the state's role in education. (JD)

ED 305 364 TM 012 149

Central Intermediate School. 1986-87 Profile.

Cleveland Public Schools, OH. Dept. of Research and Analysis.

PUB DATE- 87

NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Records; Bilingual Education Programs; Black Students; Corporal Punishment; Dropout Rate; Educational Mobility; Elementary Education; Enrollment Rate; Failure; *Grade 7; *Grade 8; Intermediate Grades; *Middle Schools; Profiles; Racial Segregation; Reading Achievement; *School Demography; School Statistics; *Statistical Data; Suspension
IDENTIFIERS- *Cleveland Public Schools OH

This building profile provides standard information about one of the 129 schools of the Cleveland Public Schools (Ohio) in 1986-87. Information for the Central Intermediate School (CIS), serving grades 7 and 8, is presented along with comparative data for the school cluster and for the district as a whole. In 1986-87, 404 Black students and 237 others were enrolled in the CIS. Information presented includes: (1) mobility rate, the change in school population in the year; (2) number of students served by bilingual programs; (3) enrollment; (4) number of corporal punishments; (5) number of students suspended; (6) number of suspensions; (7) attendance rate; (8) failure rate; (9) dropout rate; (10) total teacher contracts; and (11) mastery of reading objectives. Additional information includes comparative reading comprehension and mathematics concepts and applications scores. Five-year goals and objectives are summarized. The remedial order by the United States District Court in 1978 to end segregation in the school system is included. Eleven data tables and four graphs are provided. (SLD)

ED 305 406 UD 026 659

Tarrow, Norma Bernstein, Ed.
Human Rights and Education. Comparative & International Education Series, Volume 3.
REPORT NO.- ISBN-0-08-033415-6
PUB DATE- 87
NOTE- 261p.
AVAILABLE FROM- Macmillan Publishing Co., Front and Brown Streets, Riverside, NJ 08075 ($29.00 softcover--ISBN-0-08-033415-6; $57.00 hardcover--ISBN-0-8-033887-9).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; Citizenship Education; *Civil Liberties; *Comparative Education; *Democratic Values; *Educational Discrimination; *Educational Policy; Elementary Secondary Education; Equal Education; Ethnic Discrimination; Foreign Countries; *International Education; Lifelong Learning; Literacy Education; Minority Groups; Multicultural Education; Parent Rights; Political Issues; Special Education
IDENTIFIERS- Universal Declaration of Human Rights

This book discusses the relationship between human rights and education. Education is discussed both within the context of human rights, and as the ultimate sanction and guarantee of all human rights. Part 1, "Education as a Human Right," is comprised of the following chapters: (1) "Human Rights and Education: An Overview" (D. R. Ray; N. B. Tarrow); (2) "Rights of Access and Equal Opportunity: Focus on Sub-Saharan Africa" (W. M. Rideout, Jr.); (3) "The Right to Education Free from Discrimination: The Case of India and Saudi Arabia" (R. Ghosh and A. Attieh); (4) "Exceptional Abilities and Educational Rights: Concern for the Handicapped and Gifted in Britain, China and Indonesia" (R. M. Thomas); (5) "The Right to Literacy" (L. J. Limage); (6) "The Right to Education for Multicultural Development: Canada and Israel" (V. L. Masemann; Y. Iram); (7) "The Right to Education for Employment and Mobility: Norway and Yugoslavia" (V. D. Rust); (8) "The Right to Lifelong Education in Kenya and the United States with Special Reference to Adult Education" (J. Davison; K. Gezi); (9) "The Rights of Parents, Students and Teachers in Canada and the Philippines" (R. Magsino); and (10) "The Right to a Political Education" (C. L. Hahn). Part 2, "Education About Human Rights," is comprised of the following chapters: (11) "Human Rights Education in Schools" (S. M. Shafer); (12) "Education about Human Rights: Teacher Preparation" (K. Sebaly); and (13) "Human Rights and Education Viewed in a Comparative Framework: Synthesis and Conclusions" (J. Torney-Purta). Each chapter is accompanied by a list of references. The Epilogue (J. P. Humphrey) discusses the role of education as the ultimate sanction that supports the new international law of human rights. The appendices include summaries of the education provisions of United Nations, UNESCO, and regional human rights documents. An index is also included. (FMW)

ED 305 333 SP 030 976

Diez, Mary E.
Teacher Empowerment: Expanding the Notion of "Knowledge Base."
PUB DATE- 2 Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Independent Colleges for Teacher Education (Anaheim, CA, March 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Decision Making; Educational Principles; *Education Majors; Higher Education; Preservice Teacher Education; *Problem Solving; *Role Models; Teacher Education

Programs

The relationship between teacher empowerment and the knowledge bases in teacher education is discussed. Assuming that students are not standardized and teaching is not routine, teachers must be capable of making judgments using learning theory and pedagogy, child development and cognition, curriculum and assessment. Teachers must know their subject areas as well as the principles of teaching and must be practiced in the making of sound teaching decisons. The suggestion is made that the "knowledge base" needs to be reconceptualized, moving away from a sense that it is something to learn about, or simply content to be delivered or covered. There is also a need to focus on certain life-long learning skills that will make it likely that teachers will continue to learn after they leave college. It is important as well that teacher education students have the best possible role models. Reflections are offered on ways in which preservice and beginning teachers can develop the ability to think and act creatively and critically as well as learn the fundamental pedagogical skills. Twenty-one references are included. (JD)

ED 305 365 TM 012 445

Bishop, John

Employment Testing and Incentives To Learn.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
SPONS. AGENCY- ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 9 Aug 88
NOTE- 35p.; Also sponsored by the Commission on Testing and Public Policy.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Employment Qualifications; *Incentives; Job Applicants; *Job Performance; Labor Market; *Learning Motivation; Measures (Individuals); Motivation Techniques; *Occupational Tests; *Personnel Selection; Predictive Measurement; Vocational Evaluation

Employment tests predict job performance because they measure or are correlated with a large set of malleable developed abilities, which are causally related to productivity. Our economy currently under-rewards the achievements that are measured by these tests. Consequently, economic incentives to study hard in high school are minimal, and this absence of incentives has contributed to the low levels of achievement in mathematics and science. Alternative measures of academic achievement include: (1) diplomas; (2) competency profiles; (3) hiring based on high school grades; (4) job tryout and promotions based on performance; (5) job knowledge tests; (6) intelligence tests; and (7) broad spectrum achievement tests. To maximize incentive efforts, students, parents, and teachers must be aware that local employers are using tests for selection and must know what kind of material is included on these tests. Employers should publicize their use of broad spectrum achievement tests. Greater use by employers of tests measuring competence in reading, writing, mathematics, and problem solving will inevitably increase the economic rewards for having such abilities. Two tables and one bar graph complement the text. A 43-item list of references is provided. (SLD)

ED 305 379 TM 012 897

McCoy, Leah P.
Perceptual Preferences of Mathematically Deficient Elementary Students: Implications for Instruction.
PUB DATE- Feb 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Elementary Education; Elementary School Mathematics; *Elementary School Students; *Instructional Improvement; Intermediate Grades; *Learning Modalities; *Low Achievement; *Remedial Mathematics; *Student Attitudes
IDENTIFIERS- *Preference Patterns

Two groups of elementary school students were tested and compared on learning style perceptual preference. One group was comprised of 11 students identified as being in need of remedial instruction in mathematics. The other group consisted of eight average/above average students experiencing slight or no difficulties in mathematics. Grade levels ranged from 3 through 6. Focus was on assessing the use of concrete materials in mathematics instruction, comparing the perceptual preferences of mathematically-deficient and average/above average elementary school students, and using this information to make recommendations for instruction. Results indicate that the regular students preferred an auditory or visual mode of learning, and the remedial students preferred a kinesthetic mode. There was no difference in preference for tactile mode. A survey of 24 teachers indicated that 83% used concrete materials (visual or auditory instructional methods) only sometimes. It is concluded that the remedial students would benefit from more diverse instructional activities. The results strongly support the use of concrete manipulatives and related activities. (Author/TJH)

ED 305 393 TM 012 947

Fox, Kathleen V.

A Modified Mastery System and a Modified Norm-Referenced Grading System Compared.

PUB DATE- Feb 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Grading; Higher Education; *Mastery Tests; *Norm Referenced Tests; *Scoring Formulas; *Undergraduate Students
IDENTIFIERS- *Modified Mastery System; *Modified Norm Referenced System

A comparison was made between scores and grades of college students taking a development and learning course, using either a modified mastery grading system (MMGS) or a modified norm-referenced grading system (MNRGS). Under the MMGS, students could take each unit exam up to three times to meet minimum or higher criteria levels. Under the MNRGS, students took only one test per unit and were assigned grades by comparing their score on the unit (or course average) to the mean of the upper 10% of the distribution of scores (or averages). Although there was improvement in the MMGS group scores and a greater distribution of grades under the MNRGS, repeated testing under the MMGS did not yield significantly higher averages on unit tests or final course averages than those found in the MNRGS group. Four data tables are included. (Author/TJH)

ED 305 418 UD 026 716

Barton, Jim
Reading Instruction in the Accelerated School.
Stanford Univ., Calif. Center for Educational Research at Stanford.
REPORT NO.- 88-CERAS-24
PUB DATE- Mar 88
NOTE- 46p.; Portions of appendices may not reproduce well.
AVAILABLE FROM- CERAS, School of Education, Stanford University, Stanford, CA 94305.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acceleration (Education); Compensatory Education; Critical Reading; Critical Thinking; Disadvantaged; Elementary Education; *Elementary School Students; *High Risk Students; Lesso Plans; Minority Group Children; Program Descriptions; *Reading Instruction; Reading Processes; Remedial Programs; Remedial Readin
IDENTIFIERS- *Project READ

Disadvantaged elementary school students can be taught to think critically as part of the process of learning to read. The key to student change is teacher knowledge. The purpose of this paper is to inform the development of powerful teaching strategies for reading instruction as used in Accelerated Schools. The Accelerated School is a transitional elementary school created for the purpose of bringing disadvantaged students to grade level performance by the end of grade 6. The paper is organized into the following sections: (1) the components of reading instruction; (2) the theoretical background of language development and thinking skills; (3) the implications of these theories for the instruction of "at-risk" students; (4) a model for lesson development based on Project READ; and (5) recommendations to assist teachers in creating "accelerated" readers. The appendices comprise a sample reading selection, "The Man On Top," and a description of Project READ. A list of 19 references is appended. (FMW)

ED 305 349 SP 031 036

Weiler, Virginia Bryant; And Others
A Guide to Curriculum Planning in Dance.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 88
NOTE- 125p.
AVAILABLE FROM- Public Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Creativity; *Curriculum Development; *Dance Education; Elementary Secondary Education; *Movement Education; *Physical Education; *Teaching Methods

This book, a revision of a previous publication, "Dance: Creative/Rhythmic Movement Education", continues and expands on the substantive work contained in the initial publication. Building on the essential elements of the body of knowledge articulated in the first book, this guide presents a conceptual framework for dance and gives procedures for creatively progressing in steps from a selected premise to a curriculum. Dance concepts, movement elements and skills, objectives, and learning activities are explained and developed for different levels of experience. Teaching methodologies are discussed and sample plans are included so teachers of dance will see how the framework can be implemented. Complementary sections on personnel, facilities, special needs, and resources are included to make this as comprehensive a guide for curriculum development as possible. (JD)

ED 305 334 SP 030 983

Vollmer, Marian L.; And Others
The Effects of Two Types of Instruction on Simultaneous and Sequential Processing.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Cognitive Tests
Elementary Education; *Evaluation Methods; *Learning Processes; *Teaching Methods
IDENTIFIERS- *Kaufman Assessment Battery for Children

Studies of human information processing have identified two basic ways people process information. Sequential learning solves problems by arranging small amounts of information in consecutive and linear order. Simultaneous processors solve problems by integrating and synthesizing parallel pieces of information at the same time. This study investigated whether methods of instruction interact with students' processing strengths and weaknesses. The question specifically addressed was, does the learning of vocabulary words increase when a method of instruction (sequential or simultaneous) is matched to the student's more efficient processing modality (sequential or simultaneous)? The Kaufman Assessment Battery for Children (KABC) was administered to 55 first and second grade students to determine their processing styles. Each subject was tested on the vocabulary words from the primary reading curriculum, and those words that were correctly identified were eliminated from the word list. The children were instructed by the two different instructional methods for eight consecutive week days. The study demonstrates a methodology that tests the utility of the KABC for making educational decisions. While some success was obtained, practitioners are advised to consider alternative assessment procedures that have empirical support, such as interventions that integrate systematic formative evaluation with instruction. (JD)

ED 305 394 TM 012 948

Burke, Janet; Cartwright, Noel
Life Events and Academic Performance: Instrument Design.
PUB DATE- Feb 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Biographical Inventories; Demography; Higher Education; Life Style; *Questionnaires; Student Characteristics; *Test Construction; *Undergraduate Students
IDENTIFIERS- *Life Events; *Life Events Academic Performance Questionnaire

In April 1987, a pilot study was undertaken to develop an instrument designed to assess the effects of life events on undergraduate students' academic performance. Focus was on the design and construction of the instrument--the Life Events and Academic Performance Questionnaire (LEAPQ). Subjects were 75 male and 75 female undergraduates at a large public university in the Northeast. Most academic departments at the university were represented in the sample. Students were administered the questionnaire at the time and place of university registration. The anonymously-completed instrument collected data on demography (age, sex, academic major, year in school, and place of residence) and life events (death, illness, accident or injury, financial history, housing background, personal and social life, psychological status, exposure to violence, substance abuse, and legal history). Seven subjects provided additional comments. Results indicate that: (1) life events chosen for inclusion in the instrument were appropriate; (2) administration and sampling procedures need refinement; and (3) reduction of instrument length would be beneficial. The LEAPQ is appended. (TJH)

ED 305 407 UD 026 669

Keating, Pamela; Oakes, Jeannie
Access to Knowledge: Removing School Barriers to Learning. Youth at Risk.
Education Commission of the States, Denver, Colo. Education Improvement Center.
SPONS. AGENCY- College Board, New York, NY. -
PUB DATE- Aug 88
NOTE- 24p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Denver, CO 80295 (No. AR 88-4, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Board of Education Policy; Disadvantaged; *Educational Change; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *High Risk Students; *Policy Formation; Politics of Education; Position Papers; School Policy; State Legislation
IDENTIFIERS- Partnerships; *Policy Issues

School barriers to equal access need to be removed by fundamentally new policy initiatives at the state and district levels in order to assure educational opportunities for at-risk students. Gender, race, poverty and individual disabilities continue to generate barriers for at-risk students despite broad legal efforts at reform. The following school practices must still be addressed: (1) testing; (2) grouping and tracking; (3) curriculum and instruction; and (4) school organization and administration. The following policy approaches would overcome resistance to reform and permit educators and policymakers to work together: (1) place equal educational access high on the public policy agenda; (2) eliminate race and gender bias; (3) upgrade teaching and increase disadvantaged student access to highly qualified teachers; (4) alter formulas for compensatory education to account for the impact of poverty; (5) eliminate rewards for assessing and labeling students on the basis of social and/or personal predispositions; (6) develop model, integrated curricula and instructional strategies suitable for diverse students; (7) provide incentives for schools to forge non-traditional alliances among schools, families and communities; (8) join forces with all those who have a stake in schools, including universities, social service agencies, and the private sector; (9) deregulate schools and build capacity for improvement; (10) hold schools accountable for both equity and learning; and (11) marshal new resources and reconfigure existing ones. A 15-item bibliography is appended. (FMW)

ED 305 419 UD 026 717

Racial and Ethnic Report. Pupil Enrollment. September 1987.
Delaware State Dept. of Public Instruction, Dover.
REPORT NO.- DPI-95-01-87-12-08
PUB DATE- Jan 88
NOTE- 58p.; For the 1986 report, see ED 289 923.
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; Elementary Secondary Education; *Enrollment; *Ethnic Groups; Instructional Program Divisions; Minority Group Children; Public Schools; *Racial Distribution; *School Districts; *School Statistics; Special Education; Statistical Data; *Student Characteristics; Vocational Education; White Students
IDENTIFIERS- *Delaware

This report of Delaware public school racial and ethnic information was compiled from the September 30, 1987 school enrollment reports. Data are presented on four tables. Table 1 of the report includes those students submitted for regular, special, and vocational funding by school. Table 2 presents a racial and ethnic summary by school district. Table 3 presents the percentage of black students by grade and by school district. Table 4 presents the racial

composition by school district from academic year 1985-86 to 1987-88. (BJV)

ED 305 350 SP 031 037

Ford, Merri-Ann; And Others
Junior-Senior High School Physical Education Student Evaluation Monograph 1988.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-7732-0075-4
PUB DATE- 88

NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Affective Measures; *Cognitive Measurement; Evaluation Criteria; Foreign Countries; *Physical Education; *Psychomotor Skills; Secondary Education; Student Behavior; *Student Evaluation Testing

Chapter 1 of this monograph provides an overview of student evaluation in physical education. A discussion is presented on the purposes of evaluation: diagnosing, grouping, motivating, grading, and programing. Included in the overview are sample forms for evaluation breakdown for seven units of a physical education course and a student cumulative record. Chapter 2 deals with measurement in the psychomotor domain. Different types of psychomotor evaluation are outlined and suggestions are provided for finding various psychomotor tests and information on how to construct an evaluation instrument. The third chapter deals with measuring the cognitive domain. Outlines are presented for testing considerations, test construction, and the types of tests that may be utilized to measure cognitive development. Chapter 4 discusses measuring in the in the affective domain. This domain is concerned with the social behavior, attitudes and self-concept of students. Recommended resources and a bibliography are included. Specific tests for each domain are appended. (JD)

ED 305 366 TM 012 676

Petry, John R., Ed.; Guth, Lorraine J., Ed.

Proceedings of the Annual Meeting of the Mid-South Educational Research Association: Containing the Abstracts of Discussion Sessions, Display Sessions, Symposia, and Training Sessions (17th, Louisville, Kentucky, November 9-11, 1988).

Mid-South Educational Research Association, MS.

PUB DATE- Nov 88
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Abstracts; Adult Education; Discussion Groups; Display Aids; Early Childhood Education; *Educational Research; Elementary Secondary Education; Higher Education; Professional Associations; Professional Training; Regional Cooperation

Abstracts of papers presented during discussion and display sessions, symposia, and training sessions at the Mid-South Educational Research Association (MSERA) Annual Meeting in 1988 are presented. Papers presented during the display sessions discuss the following topics: the use of data maps for displaying/analyzing statistical data; programs for recruiting minority candidates for careers in professional education; evaluating school effectiveness; computer-assisted instruction; stimulating research appreciation for grades 5 and 6; and interfacing competencies of early childhood education. Selected topics of papers presented during the discussion sessions and symposia include: inservice training needs of child care teachers; reading readiness; adult education; cognitive development and giftedness; attitudes; inservice education; learning; intelligence testing; evaluation; medical aspects; teacher thinking and teaching thinking; cost effectiveness of surveys; moral development; microcomputers; research methodology; college and graduate students; action research; special education; educational testing; teacher education; administration/supervision; curriculum; health education; mathematics; reading; predicting academic success; teacher certification; personality characteristics; learning styles; and counseling. The abstracts are compiled according to the order in which they were presented at the conference. The MSERA constitution and bylaws and an index of participants are appended. (TJH)

ED 305 380 TM 012 898

Collins, Allan
Reformulating Testing to Measure Thinking and Learning. Technical Report No. 6898.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Sep 87
NOTE- 33p.
CONTRACT- N00014-C-85-0026
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Measurement; Computer Assisted Instruction; *Computer Assisted Testing; Educational Environment; *Educational Testing; Elementary Secondary Education; *Expert Systems; *Learning Strategies; Problem Solving; *Testing Problems
IDENTIFIERS- *Intelligent Tutoring Systems; LISP Programing Language

This paper discusses systemic problems with testing and outlines two scenarios for reformulating testing based on intelligent tutoring systems. Five desiderata are provided to underpin the type of testing proposed: (1) tests should emphasize learning and thinking; (2) tests should require generation as well as selection; (3) tests should be integral to learning; (4) tests should serve multiple purposes; and (5) tests should be valid with respect to all their purposes. These desiderata are considered critical for a new, more benign learning and testing environment. In the first scenario outlined, intelligent tutoring systems become devices for administering problem-solving tests to students. The second, more radical scenario for an integrated testing and learning environment, is implicit in an analysis of learning in the LISP tutor. In this scenario, the computational medium enables evaluation to be conducted on the process of learning; rather than taking tests, the student is tested in the course of teaching. The report's distribution list is appended. (TJH)

ED 305 335 SP 030 988

Foyle, Harvey C.; And Others
Interactive Learning: Creating an Environment for Cooperative Learning.

PUB DATE- 13 Mar 89
NOTE- 15p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (44th, Orlando, FL, March 13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; *Cooperative Learning; Educational Games; Elementary Secondary Education; Inservice Teacher Education; Interaction; *Learning Strategies; *Small Group Instruction; Student Attitudes; *Teaching Methods; Values Clarification

The focus of this paper is the benefits and successes accruing from using cooperative learning in the classroom. The background of small group instruction as an effective learning strategy is discussed. Descriptions are given of several cooperative learning techniques--Student Teams-Achievement Divisions, Teams-Games-Tournaments, Jigsaw, and Think-Pair-Share. The steps in cooperative learning are described and the implications for effective classroom management are discussed. Suggestions are made for inservice training of teachers in cooperative learning methods. Two examples of cooperative learning activities are appended. (JD)

ED 305 381 TM 012 899

Wilder, Gita; And Others
Young SAT-Takers: Two Surveys. Survey I: Young SAT-Takers and Their Parents. Survey II: Test-Taking History for 1980-81 Young SAT-Takers. College Board Report No. 88-1.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 88
NOTE- 49p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acceleration (Education); Adolescents; *Advanced Students; College Bound Students; *College Entrance Examinations; *Junior High School Students; Longitudinal Studies; *National Surveys; *Parent Attitudes; Secondary Education; Student Attitudes; Student Characteristics; Talent Development
IDENTIFIERS- Early Graduation; *Scholastic Aptitude Test; Student Surveys; Talent Search; *Testing Effects

Two surveys were conducted to determine the impact of administration of the Scholastic Aptitude Test (SAT) to students under 14 years of age. Survey I provided data from 1,846 students tested in January 1984, and on their parents; there were 1,606 parent-student matches among respondents (i.e., student and parent questionnaires from the same household). Students were 13 years old or younger when they took the SAT as junior high school students. Data are reported on student demography, self-reported comparisons with peers, motivation for taking the SAT, invitations to and participation in talent search activities, and student and parent attitudes toward the experience. Students and their parents evaluated the experience of taking the SAT positively. Survey II analyzed test scores and other information for over 44,000 1980-81 test-takers (under 14 years old when they took the SAT) to examine their results through 1985-86, the year these students completed high school. Most of the data were taken from 30,000 students who were traced into high school. This longitudinal study provides data on testing history of the sample, the talent search students, and college-bound seniors. Thirty data tables are included. The student and parent questionnaires for Survey I are appended. (TJH)

ED 305 395 TM 012 949

Guskey, Thomas R.; Kifer, Edward W.
Ranking School Districts on the Basis of Statewide Test Results: Is It Meaningful or Misleading?
PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Demography; Educational Quality; Elementary School Students; Elementary Secondary Education; *School Districts; School District Spending; Scores; Secondary School Students; *State Programs; Student Characteristics; Testing Programs; *Test Results; *Validity
IDENTIFIERS- *Kentucky; Kentucky Essential Skills Test; *Rank Order

The validity of various procedures for rank ordering school districts throughout a state on the basis of statewide test results was studied. Data were drawn from the 1987 administration of the Kentucky Essential Skills Test (KEST), which is given each spring to all children enrolled in public school grades kindergarten through 12 in 178 school districts in the Commonwealth of Kentucky. With the data, school districts were ranked, first using different aggregates of achievement scores and then using achievement scores adjusted for different combinations of demographic factors. The demographic factors and school-based indices included: percent economically deprived, percent local revenue, assessed property value, cost for instruction, current expenses, percent local education agency support, local financial index, teacher/student ratio, and attendance and dropout rates. Achievement variables included: total battery normal curve equivalents score (TBNCES), grade 5 TBNCES, grade 10 TBNCES, reading comprehension NCES, and mathematics score. These rankings were compared, and differences were noted. The various ranking procedures yielded widely varied ranks for most of the districts, regardless of whether non-adjusted or adjusted scores were used. Thus, any ranking procedure is likely to create inaccurate public and governmental perceptions of variation in educational programs, and may lead to misgiven conclusions regarding the programs' quality. Seven data tables are provided. (Author/TJH)

ED 305 408 UD 026 686

High School Attendance Improvement Dropout Prevention Program: One-Year Follow-Up on the Status of 1985-1986 Participants.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Oct 88
NOTE- 28p.; For 1985-1986 end of year report, see ED 285 927; for 1986-1987 end of year report, see ED 299 368.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; Cohort Analysis; *Dropout Programs; Dropou Rate; Dropouts; High Risk Students; High School Graduates; High Schools; *High School Students; Longitudinal Studies; *Potential Dropouts; *Program Effectiveness; Program Evaluation; Student Characteristics
IDENTIFIERS- General Educational Development Tests; *New York City Board of Education

This study used the cohort method to determine the status of students who participated in the high school Attendance Improvement Dropout Prevention (AIDP) Program in 1985-86, one year later as of June 30, 1987. Among the findings are the following: (1) 41.3 percent had dropped out of school; (2) 7.2 percent had graduated or passed a General Educational Development (GED) test; (3) 7.5 percent had been discharged from the school system either to local private schools or to schools outside of New York City; (4) 39.7 percent were still enrolled in school; (5) 4.3 percent were of unknown status either because of data-entry errors or because no official admission/discharge transactions had been recorded for them; (6) 49.5 percent of students who met AIDP's attendance eligibility criteria, but only 30.5 percent of those who did not meet the criteria, had dropped out of school; and (7) 58.7 percent of a comparison group of non-participants, but only 10.5 percent of the rest of the school, were listed as dropouts. Appendices provide additional data. Data are presented on seven tables and figures. (BJV)

ED 305 420 UD 026 718

A Tale of Two Cities: Test Scores, Neighborhoods and Family Income in D.C. Public Schools. Research Notes on Education.

Institute for Independent Education, Inc., Washington, DC.

PUB DATE- 89
NOTE- 8p.
AVAILABLE FROM- Institute for Independent Education, 1313 North Capitol Street, NE, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; Board of Education Role; Elementary Education; Elementary School Students; Equal Education; *Family Income; Poverty; *Racial Differences; *Residential Patterns; Scores; *Socioeconomic Status; White Students
IDENTIFIERS- *District of Columbia Public Schools

The District of Columbia has a gaping chasm separating public schools for blacks and whites; in one political jurisdiction there are two "cities" separated by family income. Each "city" has its own set of schools. One set serves 77 percent of the total elementary school population and 80 percent of the African American elementary school students in the district. These schools are in neighborhoods where test scores tend to be uniformly below the national norms and, in several instances, drastically below the norm. There are 90 schools in this category, representing 73 percent of all elementary schools. The other set of schools serves 23 percent of the elementary school population, and are in more affluent neighborhoods where test scores generally are above national norms. The overwhelming majority of African Americans enrolled in this set attend only 22 of the 37 schools in this category. At the 11 schools where there is consistently high performance, only 1 percent of the entire African American elementary school population is enrolled, compared to 74 percent of the white population. Few African Americans in the District have even a remote hope of being educated in healthy learning environments. When conditions in nearby schools are below the norm they set the tenor for the entire zip code community. The tragedy of District of Columbia public schools serving African Americans is compounded by the managers of the educational system, who anesthetize the public by issuing reassuring but misleading data. Recommendations are offered. Data are presented on three tables and figures. A list of seven references is included. (BJV)

ED 305 351 SP 031 043

Pedrini, D. T.; Pedrini, B. C.
A Psychology of Teaching.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Modification; Educational Psychology; *Operant Conditioning; *Patterned Responses; *Positive Reinforcement; *Programed Instructional Materials; Teaching Machines; Teaching Methods

William James, the turn of the century psychologist, philospher, and educator, was avidly interested in the relationship between psychology and teaching. This paper considers operant conditioning, timing of reinforcers, and programmed instruction--touchstones of B.F. Skinner in the teaching/learning milieu. Of course, materials not just methods are critical, and materials ought to emphasize psychologically and educationally sound life experiences. Oterwise, operant conditioning will not be as successful as it ought to be. Included are historical and historical references and cumulative references. (Author)

ED 305 367 TM 012 692

Gonzalez-Tamayo, Eulogio
Differential Item Functioning, Item Discrepancy and Bias.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; College Entrance Examinations; Higher Education; Hispanic Americans; *Item Analysis; Latent Trait Theory Licensing Examinations (Professions); *Racial Differences; Scores; Statistical Analysis; *Test Bias; Test Items; White Students
IDENTIFIERS- *Differential Item Performance; *Item Bias; Standardization

The standardization method of determining differential item functioning (DIF) is not acceptable for detecting biased items because of its methodological limitations. The main problems with the standardization index by N. J. Dorans and E. Kulick (1983) are: (1) it does not detect as DIF all items with large or aberrant group differences; (2) it considers as DIF items with average differences in passing the item equal to the average difference in ability between the two groups; and (3) in normal circumstances, any item will be considered as DIF if the difference in passing the item at each ability level is 8% beyond the difference in ability level of the groups measured by the percentage answering all items correctly. Applying this procedure to Scholastic Aptitude Test data for White, Black, and Hispanic students demonstrates its limitations. Several practical problems are also found when the procedure is applied to a licensure test. A practical method of detecting biased items is to use the differences in percentages passing the item among two groups. This simple method can reduce racial differences in test scores, as illustrated by its application to the results of an actual licensure examination that was administered to 343 applicants. Two tables present data on both techniques. (SLD)

ED 305 336 SP 030 989

Moore, John O.; Beitel, Patricia A.

The Effects of an Ergogenic Aid on Golf Swing Consistency and Skill.

PUB DATE- Jun 88
NOTE- 23p.; Paper presented at the Annual Conference of the North American Society for the Psychology of Sport and Physical Activity as a Poster Presentation (Knoxville, TN, June, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Golf; Higher Education; *Skill Development; *Training Methods
IDENTIFIERS- *Ergogenic Aids

Golf experts suggest that a performer should attempt to swing the same way during each shot, changing clubs to alter the flight trajectory and distance of the ball. This study sought to determine if there was a difference in the development of golf skill and swing consistency between a control group and an experimental group using an ergogenic aid. Subjects were 32 undergraduate students enrolled in one of two golf classes. Results revealed that: (1) the control group hit significantly more balls than the experimental group during the treatment phase; (2) the experimental group hit significantly fewer balls during the treatment phase than during the post-treatment phase; and (3) there were no other between or within group differences, although the control group scored significantly better than the experimental group on the skill test. It is concluded that ergogenic aid did not produce any group differences in movement consistency and it detracted from the amount of practice of golfers at the beginning/intermediate skill levels, which accounts for the better golf skill demonstrated by the control group at the end of the study. (JD)

ED 305 352 SP 031 046

Ellicott, Barbara Ann
Maria Montessori--A Biography.
PUB DATE- 89
NOTE- 23p.; Ed.D. Program Theorist Essay, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cognitive Development; *Developmental Stages; Early Childhood Education; *Educational Theories; Holistic Approach; *Montessori Method; Sequential Learning; *Socialization
IDENTIFIERS- *Montessori (Maria)

This brief biographical sketch of Maria Montessori focuses on her philosophy of learning and her methods of teaching. Her holistic approach to education is discussed in the light of its impact on educational theories and practices in the early 1900s. Included in this discussion is a description of her theories, such as the developmental stages of children and the psychology of pedagogy. The positive applications and influence of Montessori's work is considered as well as some of the negative aspects of her theories. (JD)

ED 305 396 TM 012 954

Chandler, Theodore A.; And Others

Semantic Differential Placement of Attributions and Dimensions: A German Comparison.

PUB DATE- Feb 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Classification; *College Environment; Comparative Analysis; *Cross Cultural Studies; Cultural Differences; Foreign Countries; Higher Education; Individual Differences; Intelligence; Locus of Control; *Semantic Differential; *Undergraduate Students
IDENTIFIERS- Americans (United States); Stability (Personal); *West Germany

The objective of this study was to empirically validate West Germans' classifications of 11 attributions according to dimensions of locus, stability, controllability, predictability, and globality. The West German sample was then compared to an American sample. It is believed that West Germans and Americans develop different beliefs about the causes and consequences of intellectual functioning and different reactions to the presence of authority. The samples included 115 male and 135 female Germans and 100 male and 100 female Americans, most of whom were college students. Attributions selected included: mood, skill, knowledge, chance, effort, competence, help, ability, task, bias, and luck. These 11 attributions obtained from previous research were placed on separate pages of a questionnaire; each attribution was followed by five 7-point scales on five dimensions: (1) external-internal; (2) stable-unstable; (3) predictable-unpredictable; (4) controllable-uncontrollable; and (5) specific-general. Two sets of 3-way analyses of variance with one repeated measure were performed. Results show that the semantic meaning of attributions varies somewhat between Americans and Germans. This variation has implications for educational settings involving multicultural and multiethnic populations and for motivational strategies used by students. Two data tables are included. (TJH)

ED 305 421 UD 026 719

Lewis, Horacio D., Ed.
Ten Years of Desegregation: Then and Now. The Delaware Experience.
Delaware State Dept. of Public Instruction, Dover.
REPORT NO.- DPI-95-01-88-11-12
PUB DATE- 88
NOTE- 31p.
AVAILABLE FROM- Delaware State Department of Public Instruction, Townsend Building, P.O. Box 1402, Dover, DE 19903.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- *Desegregation Effects; Desegregation Litigation; Elementary Secondary Education; *Equal Education; Hispanic Americans; *Minority Group Children; Program Effectiveness; Program Implementation; *School Desegregation; Social Integration; *State Programs; Student Attitudes
IDENTIFIERS- *Delaware

This monograph comprises 10 articles grouped under a single title on the following aspects of school desegregation in Delaware: (1) the true meaning of desegregation in the light of current concerns; (2) the effect on Hispanic and other students; and (3) its personal impact. The following school and community representatives contributed to the monograph: (1) Arthur W. Boswell; (2) Ben W. Ellis; (3) Mary L. Hudson; (4) Rudolph Karkosak; (5) J. J. Nuttall; (6) Cynthia E. Oates; (7) Olga Ramfrez; (8) Phillip M. Reed; (9) Bernice B. Swann; and (10) Kristen Tarbell. Also included are the following: (1) a map of school districts and enrollments; (2) a chronology of desegregation in Delaware; and (3) a 16-item selected bibliography. (BJV)

ED 305 368 TM 012 820

Oversight Hearings on the Office of Educational Research and Improvement (OERI). Hearings before the Subcommittee on Select Education, Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session (April 20-21, 1988).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 88

NOTE- 454p.; Serial No. 100-77.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Ofice, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- Disadvantaged; Educational Finance; Educational Improvement; *Educational Research; Elementary Secondary Education; *Federal Aid; Federal Programs; *Government Role; Information Dissemination; *Policy Formation; *Public Agencies; Public Schools; *Research and Development

IDENTIFIERS- Department of Education; Educational Information; *Office of Educational Research and Improvement

The purpose of this 2-day hearing was to determine what the federal role should be in sponsoring educational research and development (R&D) and the extent to which the nation's research agenda reflects America's key educational priorities. Thirty-nine statements, letters, and supplemental materials are presented. The Office of Educational Research and Improvement's proposal concerning funding for a center on the study of the education of disadvantaged students is discussed. Educational R&D efforts by the House of Representatives, and the Administration's commitment to educational research are considered. Shifts away from basic research between 1980 and 1985 toward dissemination have undermined the research enterprise across the entire Department of Education (DOE). Issues discussed include: literacy and reading, school improvement and effectiveness, bilingual education, accountability, school finance, the business community's role, educational achievement, education for poor and at-risk populations, dissemination, education information, demonstration research, educational testing and evaluation, coordination, communication, cooperation, and excellence in education. Enhanced federal education research programs, research laboratories, centers, and information bureaus are needed. Educational R&D efforts must be conceived within the context of the interdependent nature of the research/development/dissemination triad, since the impact of R&D knowledge depends upon how effectively that knowledge is delivered to educational practitioners and policymakers. It is recommended that the DOE needs to establish a National Education Information Dissemination Policy. (TJH)

ED 305 382 TM 012 911

Daniel, Larry G.
Use of the Jackknife Statistic To Establish the External Validity of Discriminant Analysis Results.
PUB DATE- Jan 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discriminant Analysis; Educational Research; Estimation (Mathematics); Monte Carlo Methods; *Research Methodology
IDENTIFIERS- Cross Validation; Discriminant Function Index; *External Validity; *Jackknifing Technique

That the jackknifing technique is superior to traditional techniques for assessing the external validity of statistical results of discriminant analysis is defended. Traditional approaches assessed include: (1) the empirical method, in which the discriminant function coefficients (DFCs) obtained in a given analysis are applied to predict group membership in the same sample used for deriving the DFCs; (2) the "holdout" method, in which statistical results are cross-validated by random splitting of the original sample into a group for deriving the discriminant function and a group for cross-validating it; (3) the Monte Carlo method; and (4) the random assignment method, whereby discriminant functions are computed based on repeated random assignment of actual cases from the original sample to groups. The jackknife statistic (JS) is similar to the "U-method" and focuses on the stability of the DFCs obtained in the original analysis. One case or subset of cases is eliminated from the original data set, and the discriminant function is computed using the remaining observations. The procedure is repeated, with each individual observation or unique subgroup, in turn, omitted. At each step, pseudo-values are computed, based on computation of the original and cases-minus-one DFCs. The values are averaged to provide a jackknifed estimate of the DFCs. A data set shows the JS's value and is used to assess the stability of the jackknifed DFCs for three predictors of teachers' (N=69) level of experience. The JS may be used to reduce bias in an estimator that is attributable to artifacts of the sample used. Since jackknife methods minimize sample splitting via sample omission and reuse, they are particularly useful with small samples. Four data tables are provided. (TJH)

ED 305 409 UD 026 689

Maza, Penelope L.; Hall, Judy A.
Homeless Children and Their Families: A Preliminary Study.
Child Welfare League of America, Inc., Washington, DC.
REPORT NO.- ISBN-0-87868-286-4
PUB DATE- 88
NOTE- 26p.
AVAILABLE FROM- Child Welfare League of America, c/o CSSC, 300 Raritan Center Pkwy, Edison, NJ 08818 ($14.50, stock #2864).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Employment Level; *Family Characteristics; Family History; *Family Mobility; Family Programs; Family Status; *Homeless People; *Housing Needs; Migrants; Unemployment
IDENTIFIERS- Shelters

A preliminary study of homeless children and their families served by Travellers Aid agencies attempted to obtain basic information about them, and to test the methodology for use in future studies on this topic. Two data collection instruments were developed, one for use with families, the other for single persons. Agency staff completed study forms for the first 50 homeless families and first 50 homeless single persons they served during the two-month period between mid-October and mid-December 1986. The final sample consisted of 404 single adults and 163 families. Findings on factors associated with family homelessness are presented in the following areas: (1) time elapsed since parent's last employment; (2) timing of parent's last employment; (3) relationship between employment and homelessness for married couples; (4) reasons for leaving last independent residence; (5) family sheltering by friends or relatives; (6) why families left the residence of relatives; (7) location of family's previous night's stay; and (8) reasons for travel to final destination. General characteristics of the homeless children studied are presented. Data are provided on the location of other minor children of homeless families, and on the location of minor children of homeless single adults. A conclusion calls for improved information on job opportunities and housing costs so that families can make better decisions about moving, welfare benefits increases, low-interest loans, and transitional housing. Data are presented on 13 tables. Information about the authors is appended. A nine-item list of references is included. (BJV)

ED 305 337 SP 031 006

Arch, Elizabeth C.
Using Research Knowledge To Improve Teacher Education. Final Report. Part I.
Lewis and Clark Coll., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 29 Sep 88
NOTE- 57p.
CONTRACT- 400-85-11065
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- General Education; Higher Education; *Internship Programs; *Masters Degrees; Masters Programs; Preservice Teacher Education; *Program Development; Program Evaluation; Program Improvement; *Research Utilization; *Teacher Education Programs
IDENTIFIERS- Lewis and Clark College OR

The primary objective of this project, initiated at Lewis and Clark College, Oregon, was to identify the most valid, reliable, and salient research findings on teaching, learning, and teacher education, and to use those findings in the development and implementation of revised preservice and inservice programs. Particular areas of current research were identified and teams were established to analyze that research and provide specific recommendations for program modification. A central philosophy and set of teacher competencies was developed out of the recommendations to guide subsequent changes. A new model master of arts in teaching program was developed, and the old preservice and inservice sequences were modified to reflect the common approach. An extensive assessment procedure was installed to monitor the move towards more effective teacher preparation and provide direction for continued improvement. This report discusses each step of these processes in detail. Program assessment instruments are appended. (JD)

ED 305 353 SP 031 047

Harder, Robert J.; And Others

Professional Education Advisory Board: The Bridge between Preparation and Practice.

PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; Educational Policy; Higher Education; *Program Evaluation; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Washington State University

The Washington State University Teacher Education Professional Education Advisory Board (PEAB) is a body of educators that has the legal authority to review and approve the teacher education curriculum, program policies and practices. The responsibilities of the PEAB are: (1) advise the college or university regarding the development, implementation and review of professional preparation programs; (2) review, evaluate and make recommendations for each specific state approved certification program; (3) advise the superintendent of public instruction of needed changes in the state administrative code affecting programs for which the PEAB has responsibility; (4) review program approval standards and notify the training institutions in writing of changes the PEAB believes are necessary or required to bring the school into compliance with program approval standards; (5) advise the state appointed quality review team during the periodic program review process; and (6) to meet at the call of the elected chair or as provided by the bylaws, a minimum of four times a year. This paper describes the composition, responsibilities, and functions of the PEAB in detail. (JD)

ED 305 422 UD 026 720

Promising Practices for Pacific Education.
Center for the Advancement of Pacific Education, Honolulu, HI.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 122p.; Compiled by the Research & Development Cadre, Pacific Region Educational Program.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Community Involvement; *Cultural Awareness; Cultural Education; *Educational Practices; *Elementary School Students; Elementary Secondary Education; Ethnic Groups; Evaluation; Higher Education; Instruction; Leadership Training; Minority Groups; Minority Group Teachers; Multicultural Education; *Pacific Americans; Professional Development; Program Descriptions; Pupil Personnel Services; School Administration; *Secondary School Students; Testing Programs
IDENTIFIERS- *Pacific Islanders; *Pacific Islands

This document is a collection of "promising practices" contributed by Pacific educators for Pacific children. The practices are appropriate to the unique characteristics of the Pacific child, and are currently in use in an educational setting in the region. Each practice is described on a separate page for ease of duplication and distribution. Users are encouraged to submit their own practices on an enclosed form for inclusion in future editions. Descriptions are arranged under the following categories: (1) community involvement; (2) curriculum and instruction; (3) evaluation and testing; (4) extracurricular activities; (5) leadership and administration; (6) professional development; and (7) student services. The following information is provided in each description: (1) title; (2) grade levels; (3) name and address of a contact person; (4) brief description; and (5) outcomes. A list of the addresses of all participating departments of education and institutions of higher education in the Pacific region is also included. (FMW)

ED 305 383   TM 012 913

Bethscheider, Janine K.
The Perceptual Abilities Project. Technical Report No. 1988-4.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Oct 88
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Cognitive Processes; *Perception; Perception Tests; Perceptual Development; *Spatial Ability; *Test Reliability; Test Validity; *Work Sample Tests
IDENTIFIERS- Flexibility of Closure; Johnson O Connor Aptitude Tests; *Spatial Tests; *Test Batteries

An experimental test battery designed to measure several perceptual abilities was administered to 1,368 (51.8% male) paying clients of the Johnson O'Connor Research Foundation (JOCRF) in an effort to identify and measure three perceptual abilities: (1) flexibility of closure; (2) speed of closure; and (3) spatial scanning. Subjects, who ranged in age from 14 to 69 years, also took the standard JOCRF battery. The experimental battery consisted of eight worksamples--six designed by the Educational Testing Service, and two developed within the JOCRF. Internal structure analyses of the tests indicated that the following worksamples had moderately high reliabilities: (1) Maze Tracing; (2) Hidden Patterns; (3) Drawing; and (4) Concealed Words. The experimental tests considered jointly were found to measure three distinct factors: (1) one represented by Gestalt Completion, Snowy Pictures, and Concealed Words; (2) a second measured by Hidden Patterns, Hidden Figures, Drawing, and Tactics; and (3) a third represented by Maze Tracing. The perceptual ability factors studied were not measured by the JOCRF standard battery. The Concealed Words Test, the Hidden Patterns Test, and Maze Tracing Speed Test were found to be the most suitable perceptual abilities measures; they may be useful additions to the standard JOCRF battery. Twenty-two tables and 16 figures present study data. (SLD)

ED 305 397 TM 012 961

Broadfoot, Patricia

The Significance of Contemporary Contradiction in Educational Assessment Policies in England and Wales.

PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Policy; Educational Trends; Elementary Secondary Education; *Foreign Countries; National Programs; Social Control; Testing Programs
IDENTIFIERS- *England; Great Education Reform Bill 1987 (United Kingdom); *Wales

Some of the assumptions underlying educational assessment policies in England and Wales are discussed in terms of contradictions in the aims of those policies. Two key initiatives--the national "bench-mark" testing and records of achievement--provide the focus for illustrating the potentially fundamental change of emphasis in the nature and role of educational assessment that is currently taking place. Via a brief socio-historical analysis of the emerging role of assessment in education, the significance of current contradictions in each educational assessment is examined. The evolution of evaluative language, the trend toward "humanization," and student-centered teaching and evaluation are outlined. The central emerging contradiction involves the simultaneous use of education as an instrument of social control and its potential to act as a force opposing such control by equipping learners with the power to reflect upon and challenge the prevailing power. Comparisons to assessment approaches in France and West Germany are provided; and the Great Education Reform Bill of 1987, which calls for testing of all children at 7 years of age, is critiqued. Far from educational assessment provoking a legitimation crisis, it may be reflecting the emergence of a new form of disciplinary power into which the post-enlightenment abstract language of account, which made psychometric testing and self-surveillance possible, is combined with the pre-modern disciplinary code of direct surveillance of the person as a whole rather than as the occupant of a series of contractuallly-defined roles. (TJH)

ED 305 410 UD 026 703

Gutmann, Babette; Henderson, Allison
A Summary of State Chapter 1 Participation and Achievement Information for 1985-86.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 88
NOTE- 201p.
CONTRACT- 300-86-0094
AVAILABLE FROM- Decision Resources Corporation, 1828 L Street, NW, Suite 500, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Gains; Child Neglect; *Compensatory Education; Delinquency; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; High Risk Students; Private Schools; Program Budgeting; Program Evaluation; Public Schools; School Districts; Staff Development; State Departments of Education; *State Programs; Student Characteristics
IDENTIFIERS- *Aguilar v Felton; *Education Consolidation Improvement Act Chapter 1

This document summarizes State Education Agencies' (SEA) 1985-86 State Performance Reports for Chapter 1. These reports provide data on Local Education Agency (LEA) and State Agency Neglected or Delinquent compensatory education programs, in terms of the size of the population of educationally deprived students served, the characteristics of that population and its achievement rates, staffing utilized, mix of services provided, and funding. Two major changes are reflected in this year's reports. First, as a result of the impact of the Aguilar v. Felton decision, there has been a dramatic drop--31 percent--in the number of nonpublic school students served by the LEA programs, from over 184,000 the previous year to 127,922. This decrease covered every grade span nationwide. Aggregate declines were reported by 46 states and the District of Columbia, and in 16 states dropoffs of 50 percent or more were reported. Second, all public participation and staffing figures for the years 1978-80 through 1985-86 have been revised to account for California's inclusion of data on students enrolled in the state's own compensatory education programs. Despite Aguilar V. Felton, the total number of Chapter 1 participants increased slightly. Information on the following aspects of Chapter 1 are provided: (1) services rendered; (2) staff; (3) participant composition; (4) achievement; (5) funding; and (6) State Agency Neglected or Delinquent program participants. Appendices discuss the methodology and provide additional data. Data are presented on 63 tables and figures. (BJV)

ED 305 338 SP 031 008

Anderson, Ronald D.
University of Colorado Teacher Education Development-Demonstration Project: Final Project Report.

Colorado Univ., Boulder. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 29 Sep 88
NOTE- 71p.
CONTRACT- 400-85-1054
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Demonstration Programs; *Experiential Learning; Graduate Study; Higher Education; Peer Relationship; *Program Evaluation; Student Characteristics; *Student Teaching; Teacher Education; *Tutorial Programs
IDENTIFIERS- University of Colorado

One of the significant aspects of the experimental, problem-based teacher education program described in this report is the selection of students who have completed a bachelors degree with a major in an appropriate teaching field, have had three or more years of work experience in addition to their college degree, and who exhibit an acceptable level of relevant competencies and characteristics. The program (commonly known as PROBE) requires students to participate for one academic year of study in a full-time integrated program of study and school experience. When the students are not engaged in student teaching, the majority of their work is organized around study in a tutorial group. When the student teaching experience is completed, students engage in more intensive study and reflection. This final report contains several facets: (1) major questions addressed in the assessment of the program; (2) a description of the program and its several components; (3) a sample upon which the assessment is based; (4) the methodology used in the assessment; (5) instrumentation used in the assessment; (6) results and findings; (7) discussion of the results; and (8) implications for improving teacher education. The appendices contain selected portions of an ethnographic assessment of the program, a practice profile, and a discussion of reflectivity in the progam. (JD)

ED 305 354 SP 031 051

Carlsen, William S.
Questioning in Classrooms: A Sociolinguistic Perspective.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Discussion (Teaching Technique); Elementary Secondary Education; Linguistic Theory; *Questioning Techniques; *Research Methodology; *Sociolinguistics; *Student Reaction; Teacher Response; *Teaching Methods; Verbal Communication

This paper reviews some of the findings of research on classroom questions, and considers ways in which sociolinguistic theory may help resolve some questions it leaves unanswered. The paper is divided into three sections, which correspond to three features of questions. The three features are the "context" of questions, the "content" of questions, and the "responses and reactions" that teachers and students have to questions. The goal is to demonstrate that research on questions must minimally consider these three features, and identify ways of describing each of the features. Each of the three sections of the paper is divided into two parts, which discuss process-product and sociolinguistic research separately. The division enables keeping the assumptions and world-views of the paradigms distinct. Although the two paradigms concern themselves with different problems, they can inform each other. Sociolinguistics can suggest some of the facets of discourse that a process-product student should consider. Sociolinguists of education should consider the lessons of process-product research as well. (JD)

ED 305 369 TM 012 828

Mouton, Johann, Ed.; Marais, H. C.
Basic Concepts in the Methodology of the Social Sciences. HSRC Studies in Research Methodology.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0648-3
PUB DATE- 88
NOTE- 293p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; *Qualitative Research; Research Design; Researchers; *Research Methodology; *Scientific Methodology; *Social Science Research; Social Sciences; Social Scientists

Considerations of validity that are central to all disciplines in the social sciences are discussed, and concepts that are an essential part of the intellectual equipment of the social sciences researcher are systematically analyzed. Fundamental methodological concepts underlying decisions made in the research process are highlighted to encourage a more critical attitude on the part of the researcher. This document consists of three sections. Part 1 consists of seven chapters, which discuss the basic concepts of methodology in the social sciences: (1) the definition of social sciences research; (2) research design--problem formulation; (3) research design, conceptualization, and operationalization; (4) data collection; (5) analysis and interpretation; (6) central constructs in the research process; and (7) perspectives on qualitative and quantitative research. Part 2 provides guidelines for writing research proposals and research reports. Part 3 provides case studies; it includes three papers highlighting the most important methodological principles discussed in preceding sections. The appended papers include: (1) "A Sociological Analysis of Medical Encounters of Aged Persons at an Outpatient Centre: A Qualitative Approach" (Monica Ferreira); (2) "A Typology of Value Orientations" (Dian Joubert); and (3) "Human Factors in Stope Productivity--A Field Experiment" (K. F. Mauer and A. C. Lawrence). (SLD)

ED 305 398 TM 012 962

Robertson, Gary J.

A New Test Purchaser Qualification Form for Educational Tests: The Final Product.

PUB DATE- Aug 88
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Testing; Purchasing; *Qualifications; *Screening Tests; Test Construction; *Test Use
IDENTIFIERS- Test Publishers; *Test Purchaser Qualification Form

This paper summarizes the steps that led to the development of new test purchaser qualification forms (TPQFs), with major emphasis on a form for an educational test publisher. Three separate research studies, conducted by the Test User Qualifications Working Group (TUQWG) of the Joint Committee on Testing Practices, constituted the research base from which the TPQF for educational tests was developed. The studies covered key elements of test misuse, evaluation of tests in general, and evaluation of specific tests. Study results were used to construct two experimental TPQFs. One of the forms was designed specifically for prospective purchasers of educational tests used principally in schools or other types of educational institutions, while the other form was developed for prospective purchasers of clinical tests and assessment devices. The development of an improved system for assessing test purchaser qualifications was a stated goal of the TUQWG. An example of a crediting scheme is also presented to illustrate the procedures that can be used to evaluate the information supplied by a prospective purchaser on a purchaser qualification form. The main advantage of the procedures outlined is that they offer objectivity and uniformity in the evaluation of the qualifications of test purchaser applicants to a specific test publisher. One possible disadvantage of the procedures described is that they entail considerable time and effort to design. Forms E-3 and P-2 of the TPQF are appended. (TJH)

ED 305 423 UD 026 721

Ellis, Elinor Wall
Students' Perceptions of Mentor Relationships at Florida A&M University: A Historically Black Institution.
Florida A and M Univ., Tallahassee.
PUB DATE- 88
NOTE- 422p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Colleges; Blacks; *Black Students; College Students; Grade Point Average; Higher Education; Interpersonal Relationship; *Mentors; Questionnaires; *Racial Differences; Role Models; Sex Differences; *Student Attitudes; Surveys; *Teacher Student Relationship; Whites
IDENTIFIERS- *Florida A and M University

After reviewing the literature on mentoring, this report presents the results of a study of 544 students enrolled at Florida A&M University (FAMU), a historically black institution. Students responses to the following issues are analyzed by gender, race, classification, and school and college: (1) reasons for having a mentor relationship at FAMU; (2) behaviors exhibited by their mentor; (3) events that hindered or helped the mentoring relationship; (4) events that led to the development of a mentoring relationship; (5) traits of their mentor that they admired; (6) benefits gained from their mentoring relationship; (7) qualities that they felt a mentor should have; (8) qualities of an ideal mentor; (9) negative outcomes of their mentoring relationship; and (10) overall grade point average. Appendices provide the survey instrument and additional data. Data are presented in 53 tables and 3 figures. An extensive bibliography comprising separate lists of journal articles; books; unpublished dissertations; and unpublished papers is included. (BJV)

ED 305 355 SP 031 054

Pigge, Fred L.; Marso, Ronald N.
A Longitudinal Assessment of the Affective Impact of Preservice Training on Prospective Teachers.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Affective Measures; Anxiety; Higher Education; Individual Development; *Preservice Teacher Education; *Self Esteem; *Student Behavior; *Student Teacher Attitudes; *Student Teaching

This study sought to determine whether or not teacher training had a predictable impact upon the affective attributes of prospective teachers. Measures of anxiety, attitude, concerns, and confidence about teaching were administered to a sample of 153 prospective teachers before and after their student teaching experience. It was found that as these prospective teachers progressed through teacher training they became less concerned about their self-survival as a teacher but more aware of the complex demands of the teaching profession (task concerns), became less anxious about becoming teachers, and became more assured about the decision to become teachers. They maintained high and relatively stable scores related to their: (1) self-ratings of probable success as future teachers; (2) positive attitude about teaching as a career; and (3) concerns about their impact upon their future pupils. These findings were found to be generally predictable and consistent with theories of teacher development such as Fuller's stages of concerns model. (Author/JD)

ED 305 370 TM 012 837

Ball, Carolyn; And Others
Development and Testing of the Baseball Coaching Technical Questionnaire (BCTQ).
PUB DATE- 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; *Baseball; Content Validity; Foreign Countries; Item Analysis; *Licensing Examinations (Professions); Models; *Questionnaires; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Baseball Coaching Technical Questionnaire; Canada; Coaching; *Paper and Pencil Tests

A model and method for developing a valid and reliable paper-and-pencil test for evaluating the technical knowledge of baseball coaches in the National Coaching Certification Program (NCCP) in Canada are discussed. Development of a general theoretical and operational model for the evaluation of NCCP coaches in all sports are also studied. The operational model for test construction includes: (1) selecting a conceptual framework and conducting content analysis with an expert panel; (2) determining uses and details of test administration; (3) identifying the target population; (4) developing items and indicators, including rating scale test specification tables; (5) modifying selected items and test assembly, dimensions, scoring keys, and test procedures; and (6) testing and qualifying to determine reliability and validity. Thirty test items and constructs and 13 demographic and coaching-related variables were selected for the Baseball Coaching Technical Questionnaire (BCTQ). Content validity was assessed via content analysis, item specification, and use of an expert panel. Factor analysis determined the construct validity, and discriminant analysis assessed the criterion-related validity, using 134 certified and non-certified coaches. Discriminant analysis showed that 64.93% of the coaches were correctly classified by the test, with the highest criterion referencing validity for non-certified coaches (72% correctly classified) and Level-II coaches (64.3% correctly classified). Although the BCTQ showed a more than adequate degree of reliability and validity, it should be administered to a larger sample of coaches from other Canadian communities to confirm its national reliability. Five flowcharts and five data tables are provided. (SLD)

ED 305 384 TM 012 914

Zimowski, Michele F.; Wothke, Werner
The Measurement of Structural Visualization: An Evaluation of Spatial and Nonspatial Sources of Variation in the Wiggly Block and Paper Folding Test Scores. Technical Report No. 1988-5.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Aug 88
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aptitude Tests; Cognitive Ability; Latent Trait Theory; *Perception Tests; Scores; *Spatial Ability; Test Reliability; *Test Validity; *Visualization; Visual Measures; Visual Perception
IDENTIFIERS- Johnson O Connor Aptitude Tests; Paper Folding; Reasoning Tests; *Spatial Tests; *Structural Visualization; Test Batteries; Wiggly Block Test

This report presents the results of a study designed to evaluate the Johnson O'Connor Research Foundation's (JOCRF's) measurement of structural visualization. Three experimental tests--the Incomplete Open Cubes Test, the Guilford-Zimmerman Spatial Visualization Test, and Raven's Advanced Progressive Matrices--were added to the JOCRF's test battery and administered to between 2,199 and 2,814 clients using the JOCRF's aptitude testing services. Complete measurements were available for 917 males and 801 females. Tests from the regular battery also analyzed were: (1) measures of structural visualization, the Wiggly Block and Paper Folding Tests; (2) Analytical Reasoning; and (3) Inductive Reasoning. Scores from item response theory methods were measured for the tests. Results suggest that: the Wiggly Block Test contains a small non-spatial component, attributable to the use of a distinctive feature-extraction strategy; and the Paper Folding Test contains a large non-spatial component, attributable to the use of a distinctive feature-extraction strategy and general reasoning ability. Overall, the results show that the relative independence of spatial measures from verbal and reasoning measures is no longer characteristic of many spatial tests currently in use. Ten figures and 17 tables summarize study data. A 65-item list of references is included. (SLD)

ED 305 411 UD 026 706

Doyle, Denis P., Ed.; Cooper, Bruce S., Ed.
Federal Aid to the Disadvantaged. What Future for Chapter 1? Education Policy Perspectives.
REPORT NO.- ISBN-1-85000-369-6
PUB DATE- 88
NOTE- 277p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007 ($53.00 hardcover--ISBN-1-85000-368-8; $22.00 paperback--ISBN-1-85000-369-6).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Accountability; *Compensatory Education; Educational Finance; Educational Legislation; *Educational Policy; Educational Quality; Elementary Education; Federal Government; Federal Legislation; *Government Role; Outcomes of Education; Program Evaluation; State Government; Supplementary Education; *Urban Education

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; Legislative History; Policy Effectiveness; *Policy Implementation

This document presents the recommendations of a national group of policy analysts on strategies for improving compensatory education and the Educational Improvement and Consolidation Act (ECIA) Chapter 1. The historical context of the Federal and state roles in providing compensatory education programs is presented, old assumptions are reviewed, and alternative standards and policies are proposed. The introduction, "Title I in Retrospect, Chapter 1 in Prospect," (D. P. Doyle and B. S. Cooper) includes a brief outline of the history of ECIA Chapter 1 and reviews the 12 chapters in the book. Section 1, "The Federal Role," comprises the following chapters: (1) "The Evolution of the Compensatory Education Program" (P. E. Peterson, B. G. Rabe, and K. K. Wong); (2) "Program Strategy and Design: Options for Federal Action in Education" (P. T. Hill); (3) "Increased State Capacity and Aid to the Disadvantaged" (S. Fuhrman); and (4) "The Federal Role and Chapter 1: Rethinking Some Basic Assumptions" (M. W. Kirst). Section 2, "Selected Issues of Access and Accountability," comprises the following chapters: (1) "Selecting Students and Services for Chapter 1" (M. S. Smith); (2) "Funding the Individual? A Chapter in the Future of Chapter 1" (D. P. Doyle and B. S. Cooper); (3) "The Problem of Quality in Chapter 1" (R. F. Elmore); and (4) "How Fiscal Accountability and Program Quality Can Be Insured for Chapter 1" (A. Odden). Section 3, "Lessons for Implementation," comprises the following chapters: (1) "The Next Steps in Urban Education" (C. Glenn); (2) "The Ways that Schools Are: Lessons for Reformers" (L. Cuban); and (3) "Effective Schools and the Problems of the Poor" (J. E. Chubb). Each chapter includes a list of references. A list of authors and their affiliations and an index are also included. (FMW)

ED 305 339 SP 031 012

Moore, John O.

A Comparison of Perceptual Strategies Utilized by Expert and Novice Performers.

PUB DATE- Feb 89

NOTE- 24p.; Paper presented at the Annual Conference of the Southern District of the American Alliance for Health, Physical Education, Recreation and Dance (Chattanooga, TN, February, 1989)

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Athletes; *High Achievement; Perceptual Motor Coordination; *Performance Factors; *Psychomotor Skills; *Team Sports

This paper reviews the literature comparing the perceptual strategies of expert and novice sport/skill performers in ball sports to specifically identify where differences exist. The following comparisons were made: (1) experts attend to fewer, somewhat different visual cues than beginners; (2) experts exhibit an ability to utilize advanced anticipatory cues and early flight cues during response preparation; (3) experienced players demonstrate earlier anticipatory movements during competition; and (4) there are inconsistencies in the literature regarding the visual search strategies used by experts and novices. It is suggested that the real difference in perceptual strategies between the two groups was not in their physical search patterns but in their respective abilities to critically attend to available environmental information. (JD)

ED 305 424 UD 026 744

Chapter 220 Report for 1987-88 and 1988-89. Milwaukee Public Schools. Draft.

Milwaukee Public Schools, Wis.

PUB DATE- 16 Feb 89
NOTE- 71p.
AVAILABLE FROM- Milwaukee Public Schools, 5225 West Vliet Street, Milwaukee, WI 53208.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Free Choice Transfer Programs; Inservice Teacher Education; Minority Group Teachers; *Multicultural Education; Public Education; *School Desegregation; Student Transportation; *Suburban Schools; Summer Schools; Teacher Recruitment; *Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI; Wisconsin (Milwaukee)

This report summarizes the activities and accomplishments of the Milwaukee Public Schools (MPS) system in accordance with "Board of School Directors v. Thompson" (the "Agreement"). The Agreement relates to Chapter 220, the Wisconsin State statute that provides financial aid to encourage student transfers among schools and school districts for racial and cultural integration. MPS efforts to uphold the Agreement are detailed in the following areas: (1) procedures developed to monitor compliance; (2) Chapter 220 transfers to suburban districts and to MPS; (3) summer school transfers; (4) the development of multicultural curricula and inservice teacher training programs; (5) cooperation between MPS and suburban school districts in student transportation; (6) minority teacher recruitment; and (7) MPS participation in Coordinating Council activities. A report issued by the Wisconsin Policy Research Institute, entitled "The Rising Cost of the Chapter 220 Program of Wisconsin," is analyzed and in part rebutted. The MPS report concludes with the following four recommendations: (1) the Coordinating Council should assume a larger role in parent and student information, student placement, and promotional strategies; (2) suburban districts should develop guidelines for better documenting and identifying exceptional education needs; (3) Chapter 220 transportation should be made more efficient and cost-effective; and (4) efforts should be made to ensure that Chapter 220 funds are spent for educational and programmatic benefits for participants. This study includes five tables, and a report on minority recruitment is appended. (AF)

ED 305 356 SP 031 064

Siders, James A.
Prototype for Automated Teacher Performance Assessment.
University of Southern Mississippi, Hattiesburg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 110p.
CONTRACT- 400-85-1064
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Teacher Education; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Information Processing; Information Retrieval; Information Utilization; Preservice Teacher Education; *Program Development; *Program Evaluation; Student Teacher Evaluation; Student Teaching; Systems Approach
IDENTIFIERS- Mississippi Teacher Assessment Instruments

Teacher education reform legislation in Mississippi was put into effect in 1985, concurrent with the planning year of this project which developed a prototype for automated evaluation of teachers' performance. This automated system of information management was designed in response to requests for demographic program information from governing agencies coupled with a concern for awareness of student progress in the program. A performance-based teacher certification system was instituted statewide which motivated numerous changes in the professional preparation program. A key component of the project was a process standard requiring training to a common teaching evaluation model for university and public school teachers involved with the student teaching experience. To govern progress in the program as well as stimulate retention of key information, a quality assurance program was structured around an automated approach for performance monitoring. This report discusses the rationale for developing the program, details its evolution, and provides a description of the program. Included in the report, in addition to the project portrayal, is a detailed program assessment report and a practice profile. (JD)

ED 305 399 TM 012 965

Sweitzer, H. Frederick; Weinstein, Gerald
The ERT2: An Instrument and Scoring System for Assessing Maximum Stage Capacity in Self-Knowledge Development.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; *Developmental Stages; Group Testing; *Individual Development; *Recall (Psychology); *Scoring; Self Concept; *Self Concept Measures; Test Reliability
IDENTIFIERS- *Experience Recall Test 2; *Self Knowledge Development Theory; Test Instructions

Self-Knowledge Development Theory (SKDT) by Weinstein and A. Alschuler (1985) is a structural developmental theory positing four stages in the development of self-knowledge. The Experience Recall Test-2 (ERT2) is described, which is the most recent instrument developed for assessing the SKDT. Self-knowledge is defined as the ability to describe internal experiences as fully as possible, to anticipate internal responses as precisely as possible, and to manage that experience as intentionally and effectively as possible. Four invariant, hierarchical stages are present in the growth of these abilities: (1) elemental; (2) situational; (3) pattern; and (4) transformational. The theory is pertinent to theoreticians and researchers interested in human development and to practitioners interested in promoting the growth of these abilities. It assists practitioners in understanding and differentiating clients, setting manageable goals, and selecting and sequencing interventions. The ERT2, which can be administered in groups, is designed to elicit the highest level of self-knowledge of which an individual is capable. The instrument includes a memory scan, a description of a significant event, and questions about that event. Further study of the ERT2 and its coding manual is needed to establish reliability. The ERT2 and associated instructions are appended. (TJH)

ED 305 340 SP 031 016

Bell, David; Steinmiller, Georgine
The Winners Circle: Will It Continue To Include Minority Teachers?
PUB DATE- Oct 88
NOTE- 11p.; Paper presented at the meeting of the Southeastern Regional Association of Teacher Educators (Lexington, KY, October 27-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Teachers; Elementary Secondary Education; *Incentives; *Minority Group Teachers; Professional Recognition; *Student Financial Aid; *Student Recruitment; Teacher Salaries; *Teacher Shortage; Work Environment
IDENTIFIERS- Arkansas

Outlines are presented of recommendations for recruiting and retaining talented black youth in teaching careers in Arkansas. These recommendations are made for education administrators at both the state and university level. It is pointed out, however, that the key to the long-term expansion of the minority teacher pool lies in the elementary and secondary schooling of black children. Teaching must be perceived as a rewarding career by children in their earliest school years and they must be imbued with the belief that they can be successful and respected. A bibliography of 52 citations is included. (JD)

ED 305 371 TM 012 859

Schunk, Dale H.
Attributions and Perceptions of Efficacy during Self-Regulated Learning by Remedial Readers.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Children; Elementary Education; Elementary School Students; *Independent Study; *Individualized Reading; Learning Motivation; *Learning Strategies; Reading Achievement; Reading Comprehension; Reading Strategies; *Remedial Reading; *Self Efficacy
IDENTIFIERS- *Self Regulation

This article addresses the role of perceived self-efficacy during self-regulated learning--learning that occurs from students' self-generated behaviors systematically oriented toward the attainment of learning goals. Self-efficacy refers to personal beliefs about one's capabilities to behave in ways necessary to attain desired performances. A central premise is that attributions (perceived causes of academic successes and failures) are important cues used by students to assess self-efficacy for learning. A theoretical overview of self-efficacy and attribution theory is given, along with a model highlighting their role during learning. Research evidence is presented on how providing students with attributional feedback affects their self-efficacy and achievement. The importance of self-efficacy and attributions during learning is highlighted with research on comprehension strategy instruction with remedial readers. The use of learning strategies is a key feature of self-regulated learners, and evidence suggests that strategy instruction promotes self-efficacy and achievement in part through its effects on attributions. The implications of attributional feedback and strategy instruction for self-regulated learning are discussed. A 44-item list of references and a diagram of the self-efficacy model of achievement behavior are included. (Author/TJH)

ED 305 385 TM 012 915

Wothke, Werner; Zimowski, Michele
Item Analysis of the Paper Folding Test (Wks. 622). Technical Report No. 1988-6.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Sep 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Difficulty Level; Factor Analysis; *Item Analysis; *Latent Trait Theory; *Spatial Ability; *Test Validity; *Visualization; *Work Sample Tests
IDENTIFIERS- Johnson O Connor Aptitude Tests; *Paper Folding; Structural Visualization

Large-sample item response data for the 10-item Paper Folding worksample 622 (N=2,749) and for five new experimental paper folding items (N=2,514) are analyzed with the logistic item response model and with full-information item factor analysis. The main results of the unidimensional analysis are that: (1) item discrimination is heterogeneous, so that a Rasch model cannot be ascertained for the Paper Folding worksample; (2) item difficulty does not increase with presentation order; and (3) there are not enough items in the midrange of the scale. Item factor analysis identifies an additional minor factor attributable to during-the-test learning of specific solutions for items with similar stems. Based on these results, a modified 11-item version of the Paper Folding worksample is proposed. (Six graphs and five tables present the data.) (Author)

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Adapting Learning Contexts to Develop Desirable Personal and Vocational Traits.
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